

# THE SCHOOL JOURNAL.

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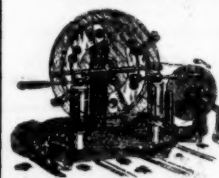
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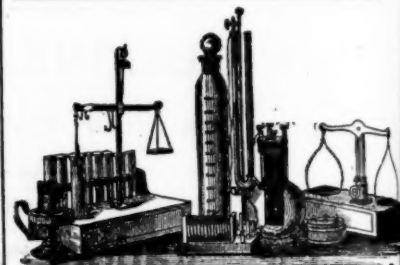
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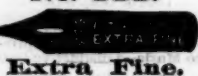
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### CONTENTS.

#### EDITORIAL.

A Significant Occurrence—Compulsory Education Necessary—Moral Training—Tobacco—No State Church—The Study of the History of Education—The Lutheran Synod—Sectarianism in Educational Work. The Coming World's Fair. The Columbus Prize. Water Supply for Schools. 99

#### EDITORIAL NOTES.

##### CONTRIBUTED ARTICLES.

The New Commissioner of Education. By Francis W. Parker, Cook Co. Normal School, Ill. 100  
The Latent Power of Memory. 101  
Talks on Psychology. 101  
How Many Senses have We? 101  
How Can the Average Child Get a Better Education? By Dr. Edward Brooks, Philadelphia. 102  
Thoroughness not an Attribute of Childhood. By Supl. Greenwood, Kansas City. 102

##### THE SCHOOL-ROOM.

Moral Training. 103  
The Tone of the School-Room. 103  
Teaching Honesty. 103  
Manual Training; Instructional Experiments; Home Made Apparatus; A Lesson on Woods. 104

##### SUPPLEMENTARY.

Things to Tell Pupils; Information Questions; Suggestions for the Study of Authors; Notable Events. 105

##### CORRESPONDENCE.

A Morning in a German Village School. By Levi Seely, Ph.D. 106

##### EDUCATIONAL NOTES.

The Parochial School Question. 107  
Pedagogical College, University of the City of New York. 107  
Libraries as Related to the Educational Work of the State. By Melvil Dewey, Secretary of the University of the State of New York. 108

##### BOOK DEPARTMENT.

New Books; Reports; Announcements; Magazines. 108

A VERY significant occurrence is that noted in another place in this paper—a mass meeting, as it might be called, at Grand Rapids, Mich., to press upon the board of education a plan for giving instruction in manual training. The people present were representative men; they made strong pleas from various points of view, that a decided change should be made in the course of study at present pursued. It would not be surprising if such meetings should become common in this country.

THE hanging of four men in this city is an event that shows where we stand. The law of love does not yet prevail among individuals or communities. Society has rid itself of four dangerous men; it has done well. But more are coming on. Just before these four were swung upon the gallows tree, a young man of 23 years of age murdered an industrious grocer in Brooklyn—a bridegroom of two weeks and a murderer. These things should impress upon people's minds the necessity of compelling children to go to school. We have faith in the influence of a teacher. We believe that these men would not have been as likely, at all events, to be murderers if they had spent one or two years in the society of a cultured person, who was able to influence their better natures. Let all be educated; let the law be passed to enforce education.

THE resolutions passed by the recent National Association in reference to moral training have the ring of true metal in them. The closing words of the last resolution affirm a truth that has often been stated on this page: "As a means to this end, moral training must rise above the mechanical virtues. It must touch the conscience and make it regal in the life; and, to this end, it must be permeated and vitalized, as it always has been in the American school, by religious sanctions and influence." Our readers will notice the words italicized. We are aware that on this point there is an honest difference of opinion. Good men say that a thing is right because it is right, and that is all there is of it. But, to our minds, this basis seems very cloudy ground on which to base an entire system of morals. What is right? What is wrong? These are questions concerning which, even the educated world has always been divided. Is right a variable quantity in the equation of life? We do not believe it.

IN his last report to the Cincinnati board of education, Supt. White takes occasion to write some very pointed things concerning the effect of tobacco on young and growing boys. He well says that "of all forms of tobacco in use, the cigarette is the most injurious." In suppressing the evil he secured the adoption of three measures: (1) the treating of the use or possession of tobacco by a pupil while under the control of the schools as a disciplinary offense; (2) in forbidding pupils while under the authority and control of the school from entering, for any purpose, places where tobacco is sold to minors in violation of law, and (3) active co-operation with the police in enforcing the law. These regulations were found to be effective. Dr. White went as far as any superintendent or teacher could go in his official capacity, but in his teaching office the class teacher can go a great deal further. If it could be proved that this vile weed contains a virulent poison, one drop of which in its concentrated form will kill a dog, some thought would be excited in the minds of boys which would be certain to bear fruit. It would not be lawful to treat dogs and cats to a dose of concentrated nicotine, but several simple experiments could be tried that would bear good fruit. Our columns will from time to time contain several excellent lessons on this subject.

ANOTHER meeting of great significance was that held on Wednesday at Saratoga. About one hundred persons were present, mostly clergymen. Their aim is to prevent any appropriation of money to sectarian or denominational schools. Their platform is: "Free schools; free church; free speech." In other words, to add free schools to free church and free speech. These people are all Protestants, and yet they do not attempt to coerce the Catholics to attend school; they simply say, "Nothing to compel or prevent the use of the Bible in the public schools."

A movement of this kind is inevitable. The Catholics have established schools; that is all right; they have a right to do so. But they are planning to have the public money divided, a part to go to the maintenance of these schools. To this we and all liberty-loving Americans must, and ought to object. It would be really supporting a church with public money. No state church, say we.

THE study of the history of education is becoming more and more valued as a means of determining the lines of future progress. The thoughtful student discovers along what lines advancements have been made that have helped the world. Along these very lines future progress must proceed. It is useless to try old experiments in the hope of getting

new results. Some things are settled for all time. What these things are, the educational historian discovers. The same wisdom should be used in school affairs, as in state affairs. For example it is useless to know the work of Pestalozzi unless we learn what things he settled. The student can plant his feet upon these settlements, and go towards perfection. But if he tears up Pestalozzi's foundation stones, and tries over again the same experiments he tried, hoping to get different results he is, to say the least, a foolish man; for, what does he gain? Nothing; but in many ways he loses. Let us, then, betake ourselves to the study of the progress of educational thought, not for information as to dates and names, but for inspiration and knowledge as to the kind of work we have to do, as those to whom is committed the uplifting of the present generation.

THE Lutheran synod has been discussing compulsory educational laws. It declares that it is the natural right of parents to educate their children, and select schools for them. If they fail in doing this the state has a right to compel them to do their duty, but if the state assumes this right without being compelled to do so, it infringes on the natural right of the parents. It is wrong to compel parents to send their children to schools in which the teachings are not in accordance with their religious creed. So much the synod says. To which we would say that the state has no right to prescribe the teaching of any religious creed. Public schools should be entirely non-sectarian. If parents will not give their children an education in the English language they should be compelled to do so. The preservation of the state is more important than the life of any individual. But public schools may come under the control of religious bodies, and such bodies may teach their distinctive tenets in them, and all parents in a certain district may be compelled to send their children to such schools. But whenever such a state of things exists there will be trouble. The state will transcend its prerogatives. The individual has rights, as an individual, with which the state has nothing to do. In all matters, especially school matters, we must give to the state the things that belong to the state, to the family the things of the family, and to the individual the things of the individual—no more, no less, but it requires some wisdom to know the exact boundaries of these divisions.

IT will be a sad day for education when sectarianism gets into educational work. If Protestants and Catholics become arrayed against each other, in deciding public school affairs, the efficiency of our free system of education will soon be destroyed. In three local school elections in this state, within a month past, the sectarian issue was uppermost; in two instances the Catholics were victorious and in one the Protestants carried the day. In one city the question at issue was whether a school should be put under the charge of a Catholic order—the Franciscan brothers. The fact is that where public schools are placed under the care of special religious bodies the public school system is practically destroyed, for those who are not members of some denomination will be left to take care of themselves as best they can. We are entirely opposed to the plan of putting any public school under the care of any denomination. There is no middle ground to stand upon. Either the state must be left untrammelled by parties or sects, or it must divide the school fund pro rata among those who are willing to open schools. The question is a vital issue in many places, but we have no fear as to the result. Our free school system is too thoroughly imbedded in the hearts of the people to be uprooted. It will live.



## THE COMING WORLD'S FAIR.

It is settled that the four hundredth anniversary of the discovery of America is to be celebrated in New York City by a world's fair. All of the trades and professions are to be represented, among which will be the educational trade or profession. It is exceedingly important that the schools of the whole world should be exhibited.

First, the historical aspect. An exhibit should be arranged showing what progress has been made during the past four hundred years. What was the teaching of three, two, and one hundred years ago in all the civilized countries of the globe? These exhibitions should not be printed, bound, labeled, and put on a shelf, where not one in ten thousand will take the trouble to examine, but the condition of school affairs should be so presented to the eye that those who pass along can take in the meaning at a glance, and see along what lines progress has been made. Take for example text-books. All of the principal geographies of the past could be arranged, each open at a typical page. The progress in map-making would be a most instructive lesson. The same course could be taken with histories and the other branches of teaching. Few of our intelligent people realize what wonderful progress education has made during the past one hundred years. Such an exhibit would show them.

Second, the present condition of schools in all the world should be shown. The centennial at Philadelphia was educationally disappointing, and it is said that the Paris exposition fails to give an observer an adequate idea of the condition of teaching work as it is. It is easy to get up an exhibit. We know of one school that has a standing show prepared, ready to be shipped to any point on short notice. It is very easy to astonish the people. This is not what they need. They must be instructed. The actual condition of school work must be displayed. All of our states and principal cities should show some department of excellence. We want to see the schools as they are, not as they might be, if all the the pupils were as smart as one or two favored ones whose work is selected on account of its superiority. The condition of education should be shown in our higher, secondary, and lower schools, also the methods of teaching each of the branches studied. Manual training should exhibit what the average pupil does, and how he does it; the trade schools, and their methods. Drawing and art schools and their ways and fruits. What is shown must not be brought forward on account of its beauty, but for its truth. Let us see things at this coming world's fair, not as they ought to be, or might be, but as they actually are.

## THE COLUMBUS PRIZE.

A prize has been offered by Spain in connection with the fourth centenary of the discovery of America. It is for the best prose essay, and it must be a well-reasoned historical treatise, wherein the greatness of the event to be celebrated shall be appropriately treated. The book proposed for this competition must be comprehensive and synoptical, and without being obscure or dry, must be concise. It must contain notices of voyages, geographical sketches and progress until Don Enrique, of Portugal, became established at the Sagres. An essay of considerable length must be added to the work discussing and examining closely the changes and progress of civilization resulting from our collective efforts in business, in political economy, and the government of nations, etc.

The Tribunal to award the prize will consist of two members of the Royal Academy of History, and a member of each of the Royal Academies of Spain, moral sciences, political and exact and natural sciences, every member to be elected for the purpose by the said academies. The works to be presented for the competition shall be neatly bound, in readable handwriting, on good paper, without the author's name, having simply a motto. The name of the author and his residence shall be enclosed in a sealed envelope, on the outside of which the motto and the first sentence of the work shall be written.

The works contending for the prize must be delivered to the secretary of the Royal Academy of History before January 1, 1892. There is to be a prize of 30,000 pesetas (\$5,790), and a second prize of 15,000 pesetas (\$2,895). Besides this reward, each one of the authors shall receive five hundred copies of the edition to be made of his prize work.

## WATER SUPPLY FOR SCHOOLS.

It is not often that teachers think from what source drinking water for schools comes. The nearest well usually gives the supply needed; but what kind of water comes from that supply? It may be full of germs of a dozen diseases, and its use lay the foundation for life-long misery for scores of children. This is not imagination, but fact. Look out for the clear and cool water that comes up in the "old oaken bucket." It may carry death in each drop. Professor Francis A. Wilber, of Rutgers College, in a recent paper before the New Jersey State Board of Health, said that "the average house-owner certainly believes that the water he pumps clear and cool from his well is pure and wholesome. He does not stop to think of the impurities with which it may have come in contact during its flow from the surface to the bottom of his well. This well may be sunk in the immediate vicinity of an overflowing cesspool or out-house; the natural drainage of his own, or his neighbor's barn-yard or pig-sty may be flowing over the soil, through which is filtering the water that is to fill this underground cistern; or its bottom may be in a porous stratum of soil or gravel that receives, at a point higher than the bottom, the drainage from some grave-yard or other source of decaying organic matter; some neighboring tree may have thrust its rootlets through the wall of the well and there they remain to decay, or the top may not be tightly covered, and stray loads or other vermin may tumble in to aid in the pollution of the supply, but our well-owner, not seeing, smelling or tasting the results of these additions to the underground reservoir, is not conscious of their existence."

Several years ago we had occasion to analyze the water of a well that had long been used for the supply of a large family. Its owner was an old physician, but had not suspected its impurity. In former days the water was undoubtedly exceedingly pure, but various causes had changed its character. An examination showed it was teeming with death-bearing germs, although to all appearances it was as pure as it was in its former years. Professor Wilber states an instance similar to this. He says that "in New Brunswick, N. J., a well, known to have been in use for more than 100 years, was located directly in the rear of a tenement house and its surrounding out-houses. This house was used for many years as a tavern, the slops from the kitchen being discharged in the immediate vicinity. Near by was an old stable-yard and stables, the surface drainage from both being directly toward the well. The soil in the entire vicinity was completely saturated with organic impurities, and although the supply that fed the well did not come from surface or local drainage, it was supplemented by both. The water from this well was clear, cold, and agreeable to the taste, and was much sought after for drinking purposes. Chemical and bacteriological tests showed it to be the merest sewage, and yet when the facts were stated, many persons using the well were greatly offended at the attack upon the character of this water."

Such instances are full of suggestions to teachers who, care for the health and lives of their pupils.

There are serious questions before the country. Shall the teacher discuss them? Shall he have an opinion on any best ways to "parse" and "do sums"? It has been one of the efforts of the real "leading educators" to interest the teachers in the great questions of the day—these are not "outside questions" to which we refer. Wherever there is darkness, there the lamp is interested to go and shed light.

One of these questions is that relating to intoxicating liquors, another is that relating to tariff, another is that relating to trusts. Now, perhaps, the reader so far will say, "I have my mind made up on all these; I am opposed to the sale of liquor, for a 'tariff,' and dead set against 'trusts.'" We have not proposed these questions to open an argument, but to ask every one to get his mind into condition to receive the truth, no matter what that may be, or who says it.

The best thing to do, upon all the subjects referred to has not been found out, as yet. There are things to be said on all sides.

These three subjects present remarkable aspects, one is political; it is the great battle-field of the two political parties. Another is social; it is the subject relating to individual homes and communities. Another is social-political, or as it is called, economical. It has a political side and a moral side.

These questions will reach into the school-room. The older pupils will soon be voters, actors in the world, and they should be converted into truth-seekers.

## THE NEW COMMISSIONER OF EDUCATION.

By FRANCIS W. PARKER, Cook Co. Normal School, Ill.

A remarkable happening this in this republic, where real leadership and official leadership are one and the same. The 400,000 teachers, the 60 million people, and the President who is wise enough to make such an appointment may well congratulate themselves.

Dr. Harris is best known to the public as a profound student of philosophy, but his highest merit consists in his pre-eminent ability as an organizer. St. Louis owes her admirable system of schools to his masterly executive ability.

The essential benefit to be derived from the office of United States commissioner of education, depends entirely upon the personal influence of the incumbent. To be sure the clerical duties of the office are of no slight importance, but just now something more than statistics are needed; the founding of new states, the rapid opening of the great West, the general movements in favor of common schools in the South, the plastic, mobile condition of educational questions all over the land, the great need of proper guidance in laying foundations, demand a leader of keenest insight, broadest knowledge, and the most far reaching executive ability.

The problem of problems for the coming generation is the education of the children. Upon its solution depends the perpetuity and growth of the republic. It is safe to say that the hour and the man have come.

The one work to be done in this country, the work that stands before all others in its vast importance, is the organization of the educators of America into an efficient political power, a political power in the highest, cleanest, truest sense of that term; a power acquired by the exercise of the legitimate functions of the teacher's high office, a power that has nothing in common with the vulgar arts of the pot-house politician, or self-seeking wire-puller.

It is beyond question that, in some of our larger cities, a leading political manipulator has more influence over the legislation for the education of children, than that exercised by the entire corps of teachers combined. Say what we will, the office of superintendent or principal in large, and too often in small cities is degrading and menial. The fear of dismissal keeps back the best thoughts and the best plans; teachers become reticent and non-committal upon vital questions: the freedom needed to educate free-men is crushed under the burden of slavish subservience. To see a superintendent of schools cringe before a party-boss is a spectacle for gods and men!

Any corps of teachers in the United States thoroughly united upon a great question for the immediate welfare of the children and not for their own personal advancement could, by appealing to the people, carry their points over all opposition.

It will be a happy day for the children when questions of school economy are discussed as openly and freely before public audiences, and by the press, as tariff and temperance. The status of the profession is low because of our lack of unity and union. "The fault, dear Brutus, is not in our stars, but in ourselves that we are underlings."

Little differences of opinion about methods and the like are placed at the front instead of one great all-absorbing motive. The immeasurable responsibility that rests upon us, holding in our hands as we do the future of our nation and the progress of the world, should weld us together into the strongest bonds of a practical unity of action in the realization of the main ideal. Tradition has made the schoolmaster a very small pattern of a man, and we, too often, live miserably up to the low condition set for us by the thought and feeling of the past. The discussion of minor questions breaks us up into small, weak, hostile factions; personal advancement is ready to sacrifice the good of the whole; the fear of political oppression makes us silent when we should rise as a unit and defend one of our number against a great wrong.

Dr. White made a heroic struggle to elevate the standard of education in a great city; he is trodden under foot by corner-crocery bosses, and hardly a ripple of indignation has found expression. A solid, courageous union of our great guild would frighten these miscreants into their holes. The battle for the children is sure to win if our columns advance *en masse*.

Dr. Harris stands for organization and union, first of all; an organization and union that will exalt the office of the teacher. He stands, too, for the one means, without which the profession of teaching would remain a mere trade; he stands for the prolonged, profound, persistent study of the science of education.



No legislation, no mere organization, no system or method can ever take the place of that knowledge of psychology and pedagogics absolutely essential to progress in education. The countless verbose, and fruitless discussions over trivial points, bare of logic, and empty of ideas, arise from a low plane of thought, or rather of lack of thought. Tradition and popular sentiment have furnished shallow disputants with plenty of tricks of the trade to split the ears of the groundlings. Honest and persistent investigation of the laws and principles of human growth is the one thing that can elevate the plane of discussion to a higher and healthier atmosphere, to which the mists which shroud the lower level, will never rise.

In the thorough study of psychology and pedagogics is to be found the secret of a real and lasting union among teachers. Differences of opinion are the links which bind thoughtful, truth-seeking minds to a closer union; such disputants agree to disagree, and in their disagreements mutually aid each other. Dr. Harris has been long known as a profound student of psychology and pedagogics. We may not always be able to agree with him; indeed his to-days rarely sustain his yesterdays, that is, like every real student, change to him is the true consistency. But, aside from all differences of opinion, we have a leader whom if we follow, "honest investigation of the truth and its courageous application" must be our motto. Success to the new commissioner of education!

#### THE LATENT POWER OF MEMORY.

At the present time, when so much is said concerning the memory, the following from Charles G. Leland will be read with interest. There are heights in education which have not been reached. Although the Chinese have no educational system, yet we can learn a valuable lesson from them, as Mr. Leland so forcibly says:

Very few people know what the average human capacity or latent power of memory really is when it is properly trained. We have discovered that every boy can learn to draw and design, despite the vulgar error that it requires an innate talent. A very few years ago this was a general belief. Now we have learned that it was absurd. But we have not learned, as we shall, that the same time which a boy takes to learn arithmetic might, if properly expended, render his memory and power of quick perception almost miraculous. Yet it would in fact be no invention, but only a re-discovery. It is certain that for centuries in ancient India stupendous works, such as few Europeans have now patience to read, were kept in existence by memory, before writing was known, or at least before it was used for anything except inscriptions. We think it is a great thing when a scholar can repeat all the odes of Horace, but what must memory have been when thousands knew the whole of that three hundred thousand-legged lyric, the Mahabharata? The great grammar of the greatest of grammarians, Panini, was taught verbally and transmitted orally with a mass of commentaries by other authors for three hundred and fifty years. So were the works of Homer. Among the disciples of Pythagoras, as among the ancient Druids and many other schools of antiquity, memories were the sole or chief libraries. I have been intimate with a learned Chinese who had passed the great examination of Peking, and I am confident that, though quite a young man, his memory contained ten times as much as any European's I ever met. There are Jews living who can repeat by heart from any given word the whole of the Talmud, which is almost a library in itself. I am indebted to Mr. T. C. Horsford, of Manchester, for a well authenticated instance of memory in a Hindoo, which shows in a striking manner the degree to which memory by ear may be cultivated. This man, who did not understand English at all, having had fifty lines of "Paradise Lost" read to him, repeated it accurately, and then rehearsed it backwards. It is very remarkable that in all European education children are set at hard intellectual tasks, on the theory that memory already exists, instead of giving them the proper training to create it. It is just as if children should be set at physical labor far beyond their power, on the theory that strength will come at once.

GRADING is troublesome when it is arbitrary, but delightful when it is natural. In the perfect school of the future, each child will study only what it likes. The schools in that good time will be classified by the pupils themselves, but we have not reached that time, and shall not for many generations to come. But the principle can be followed to a certain extent. What children like to do, they will make an effort to do well. Commence, then, with the *likes*, and then gradually conquer the dislikes. By no means refer to the result of an examination as an argument for classification. If a child wishes to go faster than it can, say, "You are not ready to go into that class." Give reasons, satisfy curiosity, keep the peace, just as far as possible. Classify according to the principles of natural selection. Do not force a pupil into a class on the ground of necessity. It is never necessary for a pupil to study what it cannot

understand. This is an extreme statement, but it contains the seed-corn of truth. Right classification is half the work of the teacher, exciting self-action the other half; so, look out for classification. Never advance a pupil because you want to get rid of him. A bad penny always comes back. Keep the worst, that need you, and whom you understand and can help—send up the best; so shall you get the best and help the worst.

#### TALKS ON PSYCHOLOGY.

##### GATHERING CONCEPTS.

###### I.

We touch the point of a needle, it affects the nerve, which carries the sensation to the brain and we say, "It hurts." What hurts? The needle? No. The nerve? No. All that we can say is that the nerve action in the brain is disturbed, and we say, "It hurts." What feels? What sees? What hears? What smells?

Whenever any of the senses act, the impression is conveyed to a nerve center in the brain, and we get a *perception*. So we say that the needle is sharp, and its prick hurts. The lemon is sour, the plate is round, the noise is loud, the smell is like musk, etc.

Now let us compare the effect of the prick of a needle with the prick of a bee's sting, or the sour of a lemon with the sour of pie-plant, or the shape of a plate with the shape of a globe, or the smell of musk with the smell of a rose. In this case we bring together two perceptions, and we get a *concept*. Why? Because by comparison we get distinct and vivid ideas, which can be recalled. When a percept gives so distinct and clear an impression that it can be recalled correctly, it becomes a *concept*. These concepts are stored up; arranged and labeled so to speak, for future use.

It is of great importance, in training, that a large number of correct concepts should be gathered for future use. In order to render them clear and permanent, the following rules must be observed:

As many of the senses as possible should be used in getting percepts.

Time is needed in order to make the impression permanent.

Comparisons should be made so as to fix similarities and differences.

Let us apply what has been said. Suppose we wish to get a clear idea of a certain species of plant life. We look at it carefully. Then we compare it with another plant somewhat like it, with which we are familiar. In the same way we taste its fruit, and feel of its leaves, and examine its stem, pith, and roots, all the while making comparisons as just indicated. Then we make a correct drawing of all its parts. All this is done with deliberation and care. The result is that we get a permanent idea or *conception* of this plant. It will require no effort to see again what has been seen at first.

The difficulty with many students is that they do not take time to gather *percepts*, so they do not get concepts. If a cabinet maker wishes to make a good desk he uses care in selecting suitable wood, drawing the plan, carefully fashioning his materials so as to fit in their places. He may work rapidly, but he gives attention to each part. The result is a good desk. So if a teacher wishes his pupils' work to be permanent, he takes care in selecting what it is worth while to fill the mind with. Then he uses all possible means, by comparison, both of likenesses and differences, and cause and effect to make the impressions permanent. The result is good concepts.

Take the teaching of United States history as an example. The teacher wishes to impress the Revolution upon the mind. He goes back to the earliest period, and tells how the English government commenced to oppress the colonists. Each incident is clearly impressed. After five or six such circumstances are mentioned, the *concepts* will be permanent, and the teacher need have no fear of his pupils' forgetting the subject taught. Each separate story is a nail driven fast; then all are driven and clinched, by being told over several times, the concepts are well gathered, and the work well done. The same course should be pursued in arithmetic. So, in spelling, it is necessary to fix the forms of different words in the mind. This can be done by fixing percepts. Take the word *chancellor*; the child persists in using one *L*. Now let him write three sentences in each of which this word occurs. Get the form fixed in its relation to other words, and if he mis-spells the word, he will at once think "that doesn't look right." So in pronunciation. The child says *e-conom-ics* instead of *ec-onom-ics*. Use the word in several sen-

tences. Have him read them over several times. The correct form will become a permanent concept ever after during life.

#### HOW MANY SENSES HAVE WE?

It is usually considered that we have five, yet some have added another—the sense of distance—and others another, a sense of direction. Whether these are to be recognized has not been settled. The probability is that the five senses will continue to be recognized as the only ones man has. But how about the lower animals? A recent book by M. Beaunis on *Sensations Interne* states that the principal "internal sensations" manifested in animals are:

"First, the homing faculty, which is well known to occur in many animals such as the bee, many migratory animals, many fishes, the horse, dog, etc. Of the wonders of the homing faculty, many instances are quite familiar to our readers. It is known, for instance, that many honey-buffers find their prey by catching bees, and letting them free at different points. Each bee strikes home immediately, and so, to find the bee-hive, one only needs to follow the bee-line of two or three bees, as they point to one and the same spot, and come across each other at the very spot where the hive is to be found, and is actually discovered. Eels and fishes often go from one pond to another, very distantly located, or from a pond to the sea, in a quite straight line, without any mistake. It would seem that this homing faculty pre-exists to all individual experience, since Humphrey Davy informs us that he has seen a young alligator, which had just got out of its egg, which had been broken by this observer, make immediately for the direction in which water was, close by. Again, a falcon, sent from Teneriffe to the Duke of Lerme, in southern Spain, managed to escape, and, sixteen hours later, had returned, quite exhausted, to Teneriffe. A dog, carried from Mentone, in the south of France, to Vienna, came back to Mentone; and a donkey of Gibraltar, which was shipwrecked 300 kilometres away, on the Spanish coast, also managed to get to his home in Gibraltar. How are such facts—of which many more instances could be adduced—to be explained? Explanations are numerous, but none are satisfactory, as is generally the case when many theories are offered. Wallace and Croom-Robertson believe that the sense of smell is the basis of the homing faculty, but in many cases—in the most extraordinary ones—this explanation cannot be accepted. Sight cannot be called upon to explain these cases either. Must we believe in some magnetic or electrical sense, as De Roo and Viguer pretend? It may be the case, but nothing is known that allows us to accept the theory; it is not yet supported by positive facts and experiments, notwithstanding Braid's and Reichenbach's researches in this difficult subject.

"Another sense which seems to exist in animals is the so-called meteorological sense, through which many animals seem to be warned of forthcoming changes of the weather. Many others display some notion of time, and know accurately at what time of day, for instance, their food must be distributed to them. Man possesses a faculty of the same sort, which is well displayed by the accurateness with which many persons—almost everybody, in fact, who choose to try the experiment—wake at night exactly at the time at which they choose to wake."

There is much to be learned from the above. It must be concluded that mind, both in man and in the lower animals is yet an unexplored territory. We have only begun to investigate the mysteries of the vast space it covers. It is claimed by some mind students that psychology is an exact science, but it is far from being so. The facts quoted cannot be explained by any living thinker. Is mind in the lower animals more complex than mind in man? We cannot believe it. There are as many phenomena in the various activities of the human mind that baffle the psychologists, as in the lower animals.

The psychology of writing depends on many things. Some may be poor writers from one cause, some from another. It is probable that most poor writers are so from mental inattention. Strong thinkers often scud across the page with little mental observance of what the hand is doing. They see beyond their ill-shaped words the grandeur of their thoughts, and worship the idol of thought rather than the idol of form. The child is a poor writer oftener from inattention than from physical defects. We do not have different *systems* of writing. The system as employed by this or that writer may possess different features, but the system is unchanged. We have many styles. Men all live in one atmosphere, inhabit one earth; but they possess personal features which are strictly individual. So it is with our writing; one system, but many styles, many individual peculiarities. One man may make a flowery speech, another indulge in a colloquy, and yet both are in the same language.



# HOW CAN THE AVERAGE CHILD GET A BETTER EDUCATION?

By DR. EDWARD BROOKS, Philadelphia.

It is assumed that the average child in our rural districts is not as well educated as he should be. What can be done to improve his education? In my judgment the great defect lies in the fact that his course of instruction is not adapted to his needs. The ordinary teacher of our rural schools does not realize the object to be attained, and cannot therefore adopt the means to secure the desired end. One of the best ways to improve this work is to put in the minds of teachers of our rural schools a correct idea of the object of their work.

Let us notice for a moment what this object is. The "average child" is to become the average man or woman of the commonwealth. The best education of the average man or woman may be stated briefly as follows: (1) Accurate observation; (2) correct language; (3) good judgment; (4) manual skill; (5) love of knowledge; (6) refinement of taste; (7) moral character.

The average man or woman with these qualifications may be regarded as pretty well educated. What can be done for the children of the rural schools up to ten years of age working by this standard.

1. *Observation.*—Through the impulse of nature the powers of observation are being trained before the child enters school. Special efforts, however, should be made to continue this education in the school-room. There should be "observation classes," as well as "reading classes," "spelling-classes," etc. The elements of botany, mineralogy, zoology, etc., should be taught to young children of eight and ten years of age. Besides, objective instruction should be given in every study that will admit of it, and the effort made to train pupils to the habit of correct observation.

2. *Language.*—The "average child" should be taught to speak, write, and read his mother tongue. Probably most of his time during the four years should be given to these branches. Special lessons should be given in talking, and learning to speak correctly. There should be "talking classes" as well as observation or "seeing classes." New words should be given, and the imperfections of articulation, pronunciation, grammatical construction, etc., carefully corrected until correct habits of expression are formed.

The "average child" of ten years can be taught to know by sight nearly all the words found in any ordinary series of reading-books. He can also be taught how to "get the thought" from the combination of these words in sentences and paragraphs, if "reading" is properly taught. Also, children of ten years of age can be taught to spell all the ordinary words they meet in their readers, or which they would use in writing. They can also be taught to write a fair hand, and to express in writing what they actually know about any object or subject. The simple rules of letter-writing, how to begin, arrange, end, address, fold, etc., a letter, can be mastered by the ordinary boy or girl of ten.

3. *Arithmetic.*—One of the best subjects to teach a child to think is arithmetic. While most other studies are memory studies, arithmetic is a thought study. It trains attention, judgment, and reasoning, and cultivates the taste for accuracy in work and certainty in results. It begets a habit of inquiry and investigation, and of passing from given conditions to the conclusions which follow. Mental arithmetic, especially, is a *practical logic* for the young mind.

Besides the knowledge of arithmetic is of great value in the practical affairs of life. Every one needs to be able to add, subtract, multiply, and divide. Women as well as men should be able to keep their accounts; and in these days some knowledge of percentage and interest is almost indispensable. The "average" boy and girl of ten can and should be taught the fundamental rules of arithmetic, and the elements of fractions, decimals, denominate numbers, and interest.

4. *School Arts.*—Besides writing, which is included under language, the "average child" should be taught drawing and singing. Considerable skill in mechanical drawing can be imparted; and pupils of ten can be taught not only to sing, but to read music with considerable facility. Such lessons should be given in every public school.

Every boy and girl of ten years of age should have some manual training. Boys should be able to use the knife, hammer, saw, etc., and girls of ten should know how to sew, mend, darn, sweep, etc. At this early age boys are too young to work in iron, and they can construct but little even in wood; and girls are not old enough for lessons in cooking, baking, etc. It would be

best if this industrial knowledge could be acquired at home; but, if it cannot be, a little of it might be given at the school. It is clear, however, that the average boy and girl better devote most of the time in school to the other studies named.

5. *Desire for knowledge.*—And now what is worth more than the knowledge contained in this course, is the acquisition of a taste for knowledge. The culture of such a taste is the teacher's best work in the domain of the intellect; the failure to do this is a serious defect in teaching. Here is where school work in every grade can be improved. Too many pupils "finish their education" in the school-room. We should try to send the "average child" out of the school with a strong desire for mental improvement, and the acquisition of knowledge. Some of our most eminent men had less than four years of the average rural school, but with a taste for learning they more than compensate for early disadvantages.

6. *A refined taste.*—Efforts should also be made to cultivate the taste of the pupils. Special care should be taken with their manners. A dislike should be cultivated for what is coarse and clownish in behavior, and an admiration for what is refined and appropriate. The teacher should never forget that "good behavior" is an important object of school education. Some taste for the beautiful can also be developed by means of flowers, pictures, singing, committing and reciting gems of poetry, and the reading of literature adapted to the pupil's age. Whatever can be done in this respect, and though the task is a difficult and delicate one much can be done, will appear in an improved condition of social life.

7. *Moral character.*—The best work of the teacher is moral training. Great results in this direction cannot be expected with pupils of ten years of age; and yet impressions may be made that will be as lasting as life. The admiration of what is brave, heroic, honorable, etc., can be developed, and a corresponding dislike for what is mean, low, cowardly, and dishonorable. The moral basis of character is often laid in children before they are ten years of age which determines their subsequent life. By illustration in biography and history, very deep moral impressions may be made thus early in life. The religious sanctions of the home and the church can be united with the precepts and illustrations of the school, and the beginning of a foundation of moral character be laid that will result in honest and virtuous men and women.

The course thus outlined is brief, but the ideal is high; and it needs a superior teacher to carry it out. With such a course and such a teacher, however, a very great deal can be done for the "average child" in the "average rural school" in four years. I desire to enter my protest, however, at the assumption of so short a period of school life. Pupils should remain in school until they are twelve or fourteen years of age, at least; and we should plan our course of study for that length of term. Every effort should be made to increase the time of attendance of the pupils in our rural schools. If necessary we should even invoke the power of the law to compel parents to keep their children in school until they can obtain a good common school education. If the state provides the means, the state should see that the people avail themselves of the privilege of educating their children. Besides, the child has a right to an education; and it is the duty of the state to see that every child in the commonwealth is protected in this right. Gives us good teachers, and a six or eight years' course in the public schools, and we can send out the "average" boy and girl with an education that will make them ornaments of society and a source of stability to the commonwealth.

## THOROUGHNESS NOT AN ATTRIBUTE OF CHILDHOOD.

By SUPT. GREENWOOD, Kansas City.

Every few days we are met with the statement that "children don't know anything"! Teachers sometimes so far forget themselves as to be guilty of making the same assertion. The tendency of parents to become impatient and to forget largely their own childhood is, I take it, an attribute of manhood. Frequently we meet with the man who, when a boy, "turned all the class down on some hard word;" but he has no knowledge of how many hundred words he missed before he spelled the one that the others failed to spell.

He knows that once he solved "a certain tough problem that others did not solve," but he kept no itemized account of those he took to the teacher. He remembers,

too, having a few good lessons while there is an obscure recollection of lessons to be learned a second time.

The fact is we do not remember or take the pains to remember how little we knew at 6, 8, 10, 12, or 15 years of age. Of my own personal knowledge I have never known any boy of 15 in this or any other state that "astonished the natives" by the brilliancy of his intellect. A few there have been, if we can credit history, but they do not grow up in every community. The reason is obvious. It takes time for a child to grow. An "old child" at 12 or 15 in this climate is an unnatural and a hot-house production. Think of a boy of 12 with his father's head on his shoulders. An old head on young shoulders, but not a child.

One of the worst features of our civilization is this foolish haste that so many parents manifest in crowding their babies into womanhood and manhood prematurely. A good, healthy, sturdy growth either of body or mind is to be preferred to any other. Children should be kept children until they grow naturally and leisurely into manhood and womanhood.

The prevailing system is a grand hurried rush! rush! rush!!!

Despite the wrenchings we give the children one way or another, they do act out their feelings quite naturally. The child spirit is there. It seeks some means to express itself.

A child can learn about so much. He retains a part of what he learns. No person retains all he learns. Why should a child do that which not one grown person in a million ever does? Certain processes are learned as habits; others are thought out; and others again are dropped as useless hindrances. This seems to be the way the strong man develops his strength—by degrees. The little efforts that he took hardly any notice of prepared him for the great struggles and trials which came later on in his life. So it must be with the child in school. He uses many of his acquisitions as stepping stones to something better and grander than what is required to be done in school. Habits of doing and will power to direct and to concentrate effort are—outside of the actual knowledge he acquires—the chief advantages to be derived from the training the schools confer.

School training should give the pupil power and skill to use his mind and body to the greatest advantage and with the least expenditure of vital and nervous force.

The body grows, but no person except one of the "old cronies" with Hawthorne at the Salem custom house ever recalled all the good dinners he had eaten; so it is with the child in his daily school work. He goes on gaining strength, and it may be late in life before the gigantic powers of the sluggish boy are discovered.

To teach a pupil to be careful, cautious, and critical; to hold as in a vice principles of things that he learns; to look closely at all sides of a question before deciding; to be fair, just, and honest in all he says and does; to allow freedom of opinion in others while demanding it for himself; to respect the rights of others, and to throw his influence always in the direction of the highest duty—the real good—are some of the nobler qualities of mind and heart that should be developed in every true character.

PROF. WOODWARD, of the St. Louis manual training school, says, "The whole boy must be put to school." This is stating the new education in the shape of a maxim, or practical direction. The old education says teach the boy to read, write, and cipher; but this does not reach the whole boy. As only part of the boy was reached, the rest of him was frequently in mischief, hence the whippings. The fact that the strap was used so much shows that education was not attempted—it was cramming. The new education uses reading, writing, and numbers, too, but from a different standpoint; it uses them to educate with. It says, give the child ideas, and let him use reading, writing, and numbers to express these ideas; it considers them as modes of expression.

The thing the teacher must continually determine to do is to develop the child on *all sides*. It is the mission of this paper, and has been all along, to show how this may rightly be done.

As sure as the world stands, the people will have a different style of education from that which has held sway so long. President Garfield said that fine buildings, and books, and courses of study are not to be compared with a genuine teacher in a shanty. The teacher is "one that has a plastic hand," as Mr. Page says; that is, a hand that can mold mind. Now, the whole mind is to be molded. The day is coming when lesson-hearers will not be wanted.



## THE SCHOOL ROOM.

In this department will be found methods of presenting subjects and of teaching them, founded on sound principles of mental development. It is intended that they be the best (not always the *only* best), whether new or old.

### MORAL TRAINING.

How can children be *educated* into becoming thoroughly good? This is a most important question, which we intend to answer in this and several succeeding numbers.

**DIFFICULTIES.**—Parents cannot be educated; home surroundings cannot be changed; the forces of heredity cannot be overcome. The teacher works under serious disadvantages, and at best can do but little. It is most unjust to lay at his door the sins of his pupils. Be he ever so diligent, thorough, and wise, he cannot overcome the tide setting against him. But this is no reason why he should not attempt great things. Vigorous and constant effort will elevate the tone of the whole school, and save a great many. *Moral training is more important than physical or intellectual. We cannot afford to make our pupils educated rascals.*

**PRINCIPLES.**—(1.) *Example is more powerful than precept.* The leader who says, "Come, go with me," is more effective than he who says, "Go along that road, I will watch you." A scolding teacher makes scolding pupils. Like begets like; therefore, it is a principle (2) *that no teacher of morals can make his pupils better than he is himself.* In the teaching of the three R's this principle does not hold, but in morals it does. There is a different force to be dealt with here than in mathematics and language. It by no means follows that a good linguist is a good man; *he may be a very bad one.* But there is another principle, very important. It is this. (3) *The doing of the right should be shown to be advantageous to the doer of the right.* It is not advantageous to a liar to tell a lie, or to a thief to steal. In the long run he is certain to lose by his lying and stealing. He may get temporary advantage, but in the end he gets permanent detriment. Now, how can children be taught this? They cannot be told it. The boy knows that it is to his advantage to prevaricate, and *as far as he sees, it is.* A lie gets him out of a tight place, then why isn't it to his advantage to tell a lie? Let us take an example:

A valuable pencil has been stolen from the teacher's desk. The teacher at once begins to think, "Who took it?" Nothing is said for several days, but at last the thief is discovered. Now what shall she do? Shall she call the culprit unexpectedly to her desk, and in the face of the whole school make a public example of him? She can easily create a sensation, and noise the matter abroad all over the country. There would follow a sort of grim satisfaction in having punished one thief, and set a brand on his forehead forever. But what would the harvest be? Would this course *educate* the school or reclaim the culprit? Not at all. It would only make the thief a little more sly. "No," she says to herself, "I will not give this publicity; but will make the thief voluntarily confess his sin and return the property." The pencil was a gift from a dead friend, and so had a special value. The next day she made these remarks to the school:

"Have any of you anything that has been given you by a very dear friend?" A dozen hands are up, and quite a conversation ensues. Then she asks, "If this dear friend should die and this gift should be the only memento of her, why would you feel bad if you should lose it?" "Would you try to find it?" "Now I am going to ask you a very important question, which I want you to carefully think of and answer. It is this. If you had a valuable pencil, given you by a dear friend, whose hands had been cold in death for several years, and if this pencil was the only memento of her you had, what would you think of a school-mate *who would—steal—it?*" The last words were uttered slowly and in a most earnest manner. "O," said one, "it would be terribly mean!" "I wouldn't speak to him again as long as I live," said another. "I wouldn't do such a thing if it would make me rich," said a third. Now the teacher said what she had thought over and arranged very carefully. "If the one who had taken such a pencil *kept it*, it would be to him a terrible memento all his life. Whenever he saw it, or thought of it, he would say to himself, 'What a mean, contemptible thing I am;' but if he should return it with confession, his conscience would say, 'You have done right; never do so mean a thing as to steal again as long as you live.'" She said no more, but the arrow had been

shot. She had taken good aim, and it went to one heart and wounded it.

That evening she was asked by a mother to come to her house at once. She found a boy—her pupil—the thief, in terrible agitation. To make a long story short, the boy confessed, declared on his word of honor that the lesson he had learned had cured him of stealing, said that he had occasionally taken other things, but that now his eyes were opened, and *he would never steal another thing as long as he lived.* And as far as the teacher knew he never did.

Did the teacher act with wisdom? Notice that she did not say that the pencil had been stolen. The pupils might have suspected that it had, but *she accused no one.* The law of kindness ruled her life, so also the instincts of wisdom.

### THE TONE OF THE SCHOOL-ROOM.

It is difficult to define "tone" when applied to the school-room, but every one familiar with teaching knows what it is. Some schools look upon the teacher as a kind of police officer put in his place to keep order, and secure the proper amount of study; other schools consider him as a friend and helper, and treat him as an elder brother or sister, or rather as a considerate and respected parent. "Tone" comes from the teacher, that is, when he has been long enough in the school to impress himself upon his pupils. When a new teacher enters upon his work, he soon perceives the "tone" or "flavor" left by his predecessor, and at once what his work outside of text-books is to be. "Tone" is always either moral or immoral in character; it cannot be neutral, for the teacher is not like a shoemaker or carpenter. There can be no such thing as an immoral shoe or house; neither can there be such a thing as teaching, neutral in its tone. Every day's work makes the teacher and his pupils either better or worse. There is often more moral uplifting or downforcing in a recitation in Greek or geometry than in a sermon. The calling of the roll may be done in such a manner as to render the school happy or miserable. The same can be said of every school exercise. Moral tone is not always intimately connected with mental ability; on the contrary many highly intellectual teachers have been hard, harsh, exacting, and cruel. There was once a teacher who could sing several pieces with great effect. His voice was musical, his manner kind and conciliatory, and his whole bearing that of a high toned Christian gentleman. One piece he used to sing so effectively that tears would moisten his cheeks, during its performance, and many of his pupils would be visibly affected. It is needless to say that he attached himself to his pupils in a remarkable manner. But he was so poor in arithmetic that he would once in a while ask help from one of his advanced pupils; yet the memory of that teacher remains in the minds of his pupils after many years, as a bright spot in their early years.

On one occasion a boy had fastened a pin in the toe of his boot, so that he could quietly prick the little boys sitting in front of him. The pin was so short, and the actions of the boy so secret and cunning, that for some time he was not detected; but at last the teacher, suspecting what he was about, caught him in the act of doing his mischief, and gave him a sound flogging on the spot. The whole school was put into an uproar, and the event was district talk for many days. After several years of experience in teaching, that teacher now thinks he did wrong. He believes that act had an immoral effect upon the school. Its tone was perceptibly lowered. What he could have done we will not here discuss, only he should have done nothing to lower the moral thermometer of the school. It is possible what he did was good for the boy, but it was bad for the school. Frequently parents and teachers are heard to say, "He ought to be punished." They should oftener say, "He ought to be reformed."

The following points indicate high moral character: **Politeness.**—This means a great deal. **Kindness.**—This shows a good heart. **Forbearance.**—This indicates self-control, and it a great thing to have. **Helpfulness.**—A virtue of wonderful power. **Teachableness.**—This is a quality that will always shine in a real teacher. He is always ready to be taught as well as to teach; is never ashamed to say, "I do not know." **Promptness.**—How important this is! **Cheerfulness.**—A pleasant countenance doeth good wherever it goes. A kind voice, a musical expression, a forbearing tone, make, combined, a mighty uplifting force. On the other hand, the following points indicate a low moral tone. **Harsh manners.**—If a teacher commences his school by saying in a

quick, sharp tone, "Sit up there, John;" "Answer louder;" "Go out and wipe your feet, William;" he will lower his moral tone ten degrees at once. An iceberg in his place would not exert a more chilling influence. *Arrogance, quick judgment in cases of disobedience, unapproachableness, haughtiness, fault-finding, accusations, etc.* These are all bad.

We have not said a word about religion, but what we have said constitutes its very essence. The Bible can only do good as the character of the teacher is seen through it. Prayer is moral when the children are by it brought into the presence of a kind, helpful, heavenly Father. The teacher's life is a constant prayer, if he lives as he ought.

### TEACHING HONESTY.

This cannot be taught by giving rules, neither by commanding, nor scolding. How can it be taught? An illustration will answer the question. Mr. Brown was the principal of a small graded school in the village of Smalltown. He was a great man in a small place, and he felt his importance. It showed itself in the following ways. He wouldn't speak familiarly to the small pupils. He was dictatorial to his janitor and workmen on the school grounds. He made it a point never to say, "I do not know." In fact, he assumed to know everything, but the day of judgment came, and sooner than he expected. One day an older pupil asked him a question concerning Napoleon I., and he answered it at once and very positively. Several pupils heard what he said, and remembered the words. After a few days the pupil discovered that the answer of the principal was wrong, and brought a book stating the truth. When Mr. Brown saw the answer, he at once remarked, "That's what I said." "I beg your pardon," answered the pupil, "but that, I am confident, is not what you said." The sentence was uttered in a mild tone of voice, but it stung nevertheless, and roused Mr. B.'s anger. "Then you accuse me of lying, do you?" "I did not think of doing that, but I am certain I remember distinctly what you said," answered the pupil. "Then I suspend you from school." Of course this made an uproar, and within a day all Smalltown was in a tempest. The board took up the matter, and the result was that the pupil was returned to school without blame, and Mr. Brown was disgraced. It was also shown that he was accustomed to tell small lies, as, "I was sick last night," "My watch stopped," "A friend called and detained me," etc. These and other things of a similar nature brought his administration to a close, and he left quite under a cloud. It would have been far better for him to have told the truth. This is an extreme instance, but will illustrate our subject.

It requires courage to tell the exact truth, or say nothing. Probably more of a conventional kind of lies are told than of any other species. We fall into the habit of saying, "Very well," and "I am sorry," or "I am glad," when we mean nothing of the kind. The most common kind of conventional dishonesty in the school-room is in encouraging pupils to assume that they know more than they do. "Have you learned your lesson?" should always bring the exact truthful answer. "Do you understand this explanation?" generally brings the answer, "Yes." Now test the truthfulness of the reply. Do not complain or scold, but encourage the telling of the exact truth, under all circumstances. Pupils sometimes say, "I know, but I can't tell it." This covers up a great deal of equivocation, and is often an untruthful way of apologizing. There was in a certain school a very troublesome boy. He was always in mischief himself, or getting others into difficulty, *on the sly.* But he had one redeeming quality—he always told the exact truth. If he ran away fishing, contrary to his father's commands, he would say that he did so. He was never detected in any prevarication or deceit. The future of this boy can be easily imagined. To-day, he is one of the most useful, respected, and successful citizens in the community where he resides. More of this in another issue.

*Moral teaching is inseparable from all teaching.* It is impossible for a teacher to put in the program—"11.30. Moral Teaching." There is such a thing as immoral arithmetic, immoral grammar, immoral history, immoral marking, and so on through all of the exercises of the school. Let it be remembered that names, names, names, words, words, words, are immoral unless with these names and words there is associated some *concept*.



## MANUAL TRAINING.

## MAKING A BOX.

Herbert Spencer says that the knowledge which is the most useful to the human being is that which will give him the best mental training. In other words, that he can be better trained by using the English language than by using the Sanscrit. I determined to apply this to the making of some paper boxes.

I asked each pupil to get some sheets of manilla paper; a flat, nice board was brought, two feet by three, also a yard-stick. I had a sharp knife and a pair of scissors, and a cup of paste. I determined to make these boxes four inches square. Then I cut out a piece in the shape of a cross.



The long part was eight inches; the two arms and top part each four inches. Now, by creasing the paper neatly, it will fold up into a box form.

It is best to leave little pieces jutting out on the two arms to paste the parts together. It requires considerable skill to construct these successfully.

After each pupil has made a perfect box, let him write his name and the date on it. Let all these boxes be placed on the table for inspection. Call the attention of the pupils to them; if no one will come to the school-house to see them, take them to some central point.

These boxes are most useful as objects for drawing. Let each pupil put the box directly before him, and begin to study it as you question him.

## HOW TO USE THE BOX.

The teacher stands before his class, each pupil with a box on his desk.

T. Hold the box in your left hand, one foot from you, square in front. What can you see?

P. I see one of the faces of the box.

T. What else?

P. I see four edges.

T. What can you say of these edges?

P. They are equal.

T. How do you know? Have you measured them? (They measure.)

P. We find they are equal by measuring them.

T. Hold the box to the left, one foot in front. What do you see?

P. I see two faces.

T. And how many edges?

P. Seven.

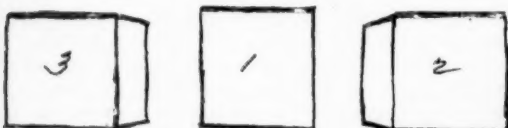
T. Are these two faces you see equal?

P. They are equal.

T. Do they look equal?

P. No, sir.

T. You know they are equal, but they do not look equal. (He goes on.) Hold the box to the right one foot, one foot in front. You see how many faces? How many edges? Do they look equal? Are they equal? Now hold it in the first position; take your pencil and draw a figure to represent it. How many edges? Now hold it in the second position, and draw to represent it. How many faces? Have you made the faces equal? They are equal, but must they be made to look so?

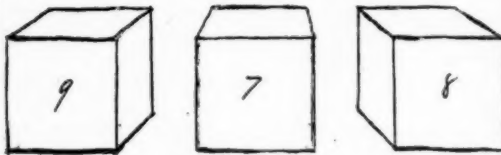


Now hold it in the third position, and draw to represent it. How many faces have you drawn? Are they all equal in your picture? Should they be so? Now hold it above the eye and directly in front, and draw to represent it. (Fourth position.) How many faces have



you drawn? Are they the same as you drew before? Now hold it above the eye and to the right, and draw what you see. Now hold it to the left and above the

eye, and draw what you see. Tell me what you have drawn. How many faces? Are they equal? Which of the faces have you drawn? (Front face, bottom face, and right face.) Now hold it below the eye (one foot below the first position), and represent it. Now hold it to the left and below, and represent it. Now hold it to the right and below, and represent it.



In this way nine positions of the cube will be represented. It will require several lessons. Do not expect fine or nice lines. You are looking after representation now, not prettiness. Have the blocks kept with care; have no marks on them. Use any kind of paper for representation. The object is to teach the pupil to see. "We learn to see by learning to draw."

## INSTRUCTIVE EXPERIMENTS.

1. SPECIFIC GRAVITY.—Make a balance. Pupils can easily do this with a little effort and patience. Form a piece of pine wood about a foot long, an inch wide, and half an inch thick. Get a round piece of hard wood about a foot high, and firmly fasten it into a wooden standard so that it can be moved about. The upright must form a right angle with the standard. This is important. Next fasten into the upper end of this upright an knife blade. Now the most difficult part of the work comes. It is to balance the arm of the balance, on its narrow side, on this knife edge. A piece of brass should be set and fastened into the middle of this arm, and on this brass the arms should be made to oscillate. When the middle line is found a slight depression can be made with a file, so that afterward no delay need be experienced in putting it in its place. Next, two tin or brass cups must be made, each weighing exactly the same. Resort must be had to a druggist's scales in order to secure this result. On the under side of one cup must be soldered a small hook or ring. The cup with this ring in it, must weigh the same as the one without the ring. It is important that this work should be carefully done.

Into the edges of each cup three small holes are bored or punched. Now, fasten each cup by silk threads to the arms of the balance, and if the work has been well done the arms of the balance will remain horizontal. Now prepare the following weights of tin or lead: four, two, one ounce weights; one gr., one-half, one-fourth, one-third, one-sixth, one-eighth, etc. Each of these should be distinctly marked.

The apparatus being prepared, try the following experiment. Fasten a small piece of lead to a silk thread, and tie it to the ring under one of the cups of the balance. Carefully weigh it. Now raising the standard of the balance on a pile of books, put the piece of lead, fastened to the balance, into a glass of water, and carefully weigh again. Subtract its weight in water from its weight in air. Divide its weight in air by the loss of its weight in water, and you will have the specific gravity of lead, if you have done the work carefully. Try the same experiment with a piece of iron, a piece of brass, a piece of zinc, and a small stone. Carefully note the result, and compare your result with the tables given in text-books on physics.

The work of making the balance and finding the specific gravities of the various substances is of great importance in teaching pupils to think for themselves. One balance made by the pupils, is worth, in educational results, a thousand bought from an apparatus maker. If a pupil is able to determine the specific gravities of several solids with some approximate accuracy, he has accomplished a result that will be of inestimable value to him during all his after life. A teacher has no idea, how much pupils can do until he has given them a chance. The work here indicated is the best kind of manual training. Disciplining the hand to do, the eye to see, the ear to hear, and the nose to smell, is training the mind to think. When a pupil for the first time sticks two pieces of lead together by simply rubbing their smooth sides over each other, he learns a most valuable lesson.

These experiments should be made by the pupils. Then again, the teacher should stimulate the pupils to make new experiments themselves and to explain them.

## HOME MADE APPARATUS.

SCRAP-BOOKS.—Pupils can prepare apparatus for the preservation of scraps, curiosities, and objects of interest if they are encouraged. The papers are full of excellent descriptions, stories, adventure, and valuable news that should be made available for school use. Get a hundred envelopes, if possible unguined, and label them as follows: *Geographical Facts*, Maine, New Hampshire, Vermont, etc., Canada, Mexico, Central America, etc.; so on through all the countries of the world. *Scientific Facts*, concerning water, air, coal, iron, gold, lead, the steam engine, electricity, railroads, etc., etc. *Historical Facts*, concerning the Civil war, the Mexican war, the Revolutionary war, early settlements in America, concerning England, France, Germany, Asia, Africa, etc. *Text-Book Facts*, concerning spelling, reading, writing, geography, history, etc. *Good Selections for Reading*, prose, poetry. Arrange these under separate heads. *Good Short Stories* arrange alphabetically. This will serve as a hint.

ENVELOPE BOXES.—A mass of material will be of no use unless so arranged as to be immediately available. This can be done as follows. Get several strong envelope boxes. Separate them into partitions by pasting in each several paste-board cross-pieces. On these cross-pieces labels should be pasted, showing what the envelopes contain found under each one. These boxes should be put on end, side by side, in a convenient place. Skill in arranging must be used. The pupils will show much ingenuity in doing this if they are started in the right way. Try this experiment, and repeat to us your success.

## A LESSON ON WOODS.

Let pupils collect as many different kinds of woods, one of each kind, and as far as possible, all of the same size. In a typical collection each piece is carefully cut, polished, labeled, and put in its proper place, but in these primary cabinets less care should be given to this than afterward. When fifteen or twenty specimens are at hand, first let the pupils arrange them in the order of hardness, putting the softest on the left, and working towards the right. Then their names should be written on separate small pieces of paper, each of the same size, and put under each specimen. Each label also has its own number. Next will follow a written description of each piece of wood. Suppose we take pine as an example. The following outline will serve as a guide to the teacher; do not show it to the pupil.

1. Its hardness as compared with several other kinds, either harder or softer.

2. Its smell; what comes from pine, as pitch, turpentine, rosin. (Have specimens of each of these materials at hand.)

3. What is made of pine; first the things in the school-room, and then things outside of the room. Why pine is used rather than oak, hickory, or walnut. What other wood could take the place of pine.

4. From whence our supply of pine comes. Its varieties as pitch, yellow, white. (Have specimens of each of these varieties at hand.) Burn a small piece of pitch pine. What is it used for? In what respects is it better for building purposes than white pine, and in what respects it is poorer.

This outline will serve as a plan for studying other woods. The prime object is to cultivate careful attention—the gathering of percepts; then by comparison and description, the gathering of concepts, and afterward, judgment and generalization. The last aim in teaching this subject is information. This will come as a consequence, but mental discipline is the work at hand.

LEAD the pupils to see the waste forces about them. Tell them what was done in Buffalo.

Two years ago an organization known as "The Buffalo Business Men's Association" offered a prize of \$100,000 to anyone who would invent a device to use the power wasted by the Niagara torrent. Several men sent plans but received no replies as, it is said, the offer was made as a joke. The latest one to demand the prize is S. H. Palmer, a mechanic employed at the New York Central car wheel works. His machine is an endless steel belt, 200 feet long and 20 feet wide, each link of which is a tiny turbine wheel. When set crosswise to the current it moves with resistless force. His working model is fixed in a little iron box that a child could carry, and yet it was able to generate one-horse power in the slow current in the Niagara at Black Rock. Palmer talks of suing the prize offerers if they do not pay.



## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work, in geography, history, etc. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

## THINGS TO TELL PUPILS.

**CANNIBALS IN BRITISH COLUMBIA.**—In the Northern part of British Columbia, has been discovered a tribe of Indians, known as the Tsimpshans, or Kwogutls, who have for generations indulged in cannibalism as one of their sacred ordinances, during what is known as their winter dances. They believe that the Hamadtsi is a spirit living entirely upon human flesh, on the mountains. Many years ago, a number of the tribe went into the mountains, and, having encountered the mythical Hamadtsi, became ghouls or Hamadtsis themselves. In order to show they are different from other men, the descendants of these Hamadtsis, go away and fast in the woods in order to meet the Hamadtsi. They thereby show that they do not care what they eat, or what they suffer.

Formerly a captive or a slave was killed, and the Hamadtsi would eat the body in the presence of a general assembly of the people. Now they generally steal a body for this purpose. After eating, the Hamadtsi do not taste food for some days, but drink warm water. Up to the time of eating a body in public, the initiated whenever he appears from the woods, bites all whom he meets indiscriminately, women being, however, generally exempt. There are few men in the Kwagutl tribes unscarred by this practice.

**SAMOA AND ITS PEOPLE.**—Perhaps the most interesting race of barbarians in the world is that of the true brown Polynesians living in the South Pacific, from New Zealand to Hawaii. Throughout all of this vast expanse of waters, that charming barbarian is almost the only aboriginal inhabitant. Twelve groups of islands are his home—Hawaii, Tokelau, the Ellice islands, the Phoenix islands, and the outlying (not the main) portion of the Fiji group, New Zealand, Tonga, Tahiti, the Marquesas, the Hervey Raumont, and Samoa; besides a number of separate islands.

The Samoan group, on account of the late international dispute, claims special interest. They received the name by which they were long known, that of the Navigators' islands from Bougainville, who discovered them in 1788, and named them, probably on account of the superior construction of the canoes of the natives, and of their surprising dexterity in the water. The group lies in the South Pacific, about two-thirds of the way from the coasts of central Peru to those of northern Australia, and nearly 2,500 miles to the southwest of the Hawaiian islands. There are ten inhabited islands, entirely of volcanic origin, with peaks some 4,000 feet high, and an area of about 1,600 square miles, or about a third more than that of the state of Rhode Island. They have a population of about 35,000, all of them aboriginal natives except three or four hundred whites.

**RUMINANTS OR CUD CHEWERS.**—They are so-called from the way in which they eat and digest their food. Most of them have no teeth in the front of the upper jaw, a sort of bone-like plate taking their place. Such ruminants, therefore, cannot bite the grass into short lengths as the horse does, but can only tear it by pressing the grass between the front teeth of the lower jaw and the hard plate of the upper jaw. Stand near a cow as she grazes, and you will see that she tears off the grass with a peculiar jerk of the head. After grazing for a while the cow lies down, and then begins to chew the cud.

Get close to a cow when she is chewing the cud, and you will see her give a sort of gulp, when a lump runs up her throat and into her mouth. Then she chews the lump (which is called the cud) for a while, and then swallows it. After waiting for a few moments she forces another cud up her throat, and so goes on until she has finished the whole of her feed.

She has four stomachs instead of one, or, rather, her stomach is divided into four chambers. The first is called the paunch, and may be compared to the hall, or waiting-room, of a large house. As fast as the cow swallows the grass she passes it into the paunch, and puts it aside until she is ready to chew the cud. Being only torn and very slightly crushed in the teeth, the grass is not fit to be digested.

**CLOVES.**—The clove tree is an evergreen with leaves somewhat like the myrtle, and belongs to the same order of

plants. The clove tree grows naturally only on four of a group of five islands, the Moluccas, and derives its name from the Latin word which means nail. All parts of the clove tree have a commercial value; that is, can be converted into some article that is bought and sold. Oil of cloves is extracted from the leaves and stems; the leaves are ground, and make a spice powder. When the blossoms are allowed to ripen, they produce a little berry which the natives value for preserving.

When the tree is covered with blossoms, cloths are spread under the trees, and the blossoms are picked or lightly beaten from the trees with bamboo sticks.

## INFORMATION QUESTIONS.

1. Why is gold more valuable than lead?
2. What is money?
3. If people should agree to use shells as money, would it be as well? Why?
4. Formerly iron money was used. You may think why it was abandoned.
5. Name three qualities that a medium of exchange must have.
6. How did paper money come to be used in place of coin?
7. What is a promissory note? How does it differ from a bank note?
8. Can any man borrow money when he wants some? Name several reasons why.
9. Can the government always borrow money when it wants some? Why?
10. What is interest?
11. When is a man in debt?
12. What is done when a man cannot pay his debts?
13. What is a bank?
14. In what way does a bank make money except by making loans?
15. How do we know when the grocer gives us a pound of sugar? What is meant by *weighing* it?
16. How do we know when the merchant gives us three yards of cloth? What is meant by *measuring* it?
17. How does a gold dollar resemble a pound weight and a yard stick?
18. What is a tax? What is done with the money raised by taxes?
19. If a man has \$100, and is taxed one per cent., how much money would he pay?
20. When the rate of taxation is two per cent., it means that every man is taxed how many dollars on every hundred dollars' worth of property he owns?
21. If a man is taxed twenty dollars on a thousand, what per cent. is he taxed?
22. What is a salary?
23. How are postmasters paid? Who pays them? How is the money raised?
24. Do people who have no property pay taxes?
25. Is a postage stamp a tax?

## SUGGESTIONS FOR THE STUDY OF AUTHORS.

Selections from good authors are useful and educational if the following conditions are observed:

1. *They must be understood.* High-sounding words, *mouthed*, are rubbish. Instead of helping the enlargement of the mind, they hinder it. It is a positive injury to mental progress and expression, to get the mind full of words not understood. The habit of memorizing what is not apprehended leads to the habit of telling what is not known. Simple descriptions are far better than stilted orations.
2. *The selection committed to memory or read must be long enough to amount to something.* A scrap from Homer, another from Shakespeare, and another from Tennyson, put together, with a dozen or so from other authors, will make a literary patch-work of little use to anybody. It makes little difference about the length of the extract, if it is understood, interesting, and within reasonable limits.
3. *Inspiration should be the object and end of teaching selections, not information.* Thousands of children have received life-long inspiration from a few soul-stirring pieces. The spirit is life-giving, drudgery is death-bearing. It is not necessary to aim at securing many masterpieces. There are but few. Let these be burned into the soul. The ordinary run of poetical and prose twaddle should be ignored. A literary taste can only be cultivated by becoming familiar with literary composition. It is often the case that selections to be memorized are taken from the village newspaper, or, worse, composed by the teacher. Teachers, avoid this mistake. *Get the best, the very best*, and then transfuse the spirit from the authors into the pupils. Burn it in. Get them to feel the meaning of what they repeat; then it will do them good.

## NOTABLE EVENTS.

**TO OBSERVE AN ECLIPSE OF THE SUN.**—The Royal Astronomical Society will send out two expeditions to observe the total eclipse of the sun on Dec. 22—one to South America and the other to West Africa. The expedition to South America will be in charge of the Jesuit priest, Father Perry, the director of the Stonyhurst observatory. The observer at St. Paul de Loanda will be Mr. Albert Taylor. What causes the eclipse of the sun? Why is the eclipse sometimes partial? Under what circumstances is the moon eclipsed? Why do astronomers view the phenomenon from points so far apart?

**THE EIFFEL TOWER STRUCK BY LIGHTNING.**—Paris was visited by a violent storm recently. A thunderbolt struck the Eiffel tower, but did no damage to it. Why is a large mass of iron like this tower not likely to be damaged by lightning? Explain the use of lightning rods.

**PROTESTANT CHURCHES TO BE TAXED.**—The Russian minister of finance intends to tax the Protestant churches in the Baltic provinces. These churches have hitherto been exempt from taxation. This is one of a series of acts by which the government seeks to Russinize the old Baltic German institutions, and to diminish the influence of the German Protestant clergy. Where are the Baltic provinces? What was the origin of the Greek church? (See Johnson's cyclopedia, Vol. III.) Where does it flourish? (In western Asia and eastern Europe, chiefly in Turkey, Greece, Russia, and some parts of Austria.) What is meant by a union of church and state?

**EMPEROR WILLIAM WILL VISIT GREECE.**—The Kaiser and Kaiserin will leave Genoa for Greece about Sept. 20. They will return to Berlin at the end of October. How large is the German empire? (About twice the size of Colorado.) How many less states has it than the United States? What are the most important kingdoms? When was the present empire established? (1870.) How long has William been emperor? Who is his prime minister? Under what two other emperors did he serve?

**TO BUY LAND OF THE CHEROKEES.**—A U. S. commission is seeking to buy 7,000,000 acres of land, lying south of Kansas, of the Cherokees. This was ceded to that tribe with the rest of their territory in 1866. The Indians have never occupied the land, and the government has occasionally rented parts of it from the tribe for the location of smaller and friendly Indian tribes. The new territory would be nearly as large as Maryland. Describe the personal appearance of the Indian. Why has he resisted attempts to civilize him? What progress have the Cherokees made? (They cultivate the soil and are industrious in their habits; have a written language, written laws, and an organized government. In 1838 they were removed by the U. S. government from Georgia to their present home.)

**AN OCEAN STEAMSHIP RACE.**—A few days ago admiring crowds viewed two big vessels that, freshly painted and with flags and streamers flying, lay at their piers in New York. They were the brand-new *Teutonic*, of the White Star line, and the *City of New York*, of the Inman line. These great steamers had just engaged in a race that eclipsed all previous ones that ever took place on the water—a race three thousand miles long during which, for many hours at a stretch and on different days, the ships were in sight of each other, with their decks thronged with passengers half wild with excitement, while each ship was driven to her utmost capacity. The steamers left Queenstown about 1.30 p.m. on the same day. The miles made each day were: *City of New York*—408, 440, 452, 434, 404, 465, 197—2790. *Teutonic*—394, 404, 430, 431, 440, 454, 227—2780. The giant ships arrived at their journey's end only 15 minutes apart, the *City of New York* winning in 6 days, 14 hours, and 20 minutes. The *Teutonic* made a quicker voyage than was ever before made by a new ship. She is a twin screw vessel. The *Teutonic* burns 230 tons of coal a day and her crew numbers 350 people, including 100 in the engine room. What inventions made ocean steamships possible?

**AN EXTRAORDINARY HAIL STORM.**—An unusually severe hail storm is reported to have occurred at Villafranca, in Piedmont. The peasants were harvesting, when suddenly a dull rolling sound was heard, and the sky became as black as ink. There was no thunder or lightning, but hailstones of enormous size fell. Some of the people in the fields were unable to find any shelter, and when the storm was over they were in a pitiable condition, with the blood flowing from their numerous wounds. A boy of fifteen and a girl of eleven had their skulls fractured, and expired a few hours afterwards. More than a hundred persons were badly hurt. Many trees were shattered, the crops destroyed, and the roofs of houses and cottages considerably damaged. How is hail formed? What other kinds of storms are sometimes very destructive?



## CORRESPONDENCE.

## NEED OF TRAINING.

To the Editors of THE SCHOOL JOURNAL:

In examining more than forty schools during the past year, I have been struck with the lack of energy in teachers. I do not mean laziness, but a sort of indifference. It comes from not knowing how to use their powers, it seems to me. I find in looking back over my note-book, these items jotted down:

- School No. 1.—Teacher is unable to secure attention; lacks in power to put herself at the head of things.
- " " 2.—Very faulty in methods, especially in the reading class; it is wholly mechanical.
- " " 3.—Nothing here but telling, no teaching whatever; no energy.
- " " 4.—Considerable life. Will make a teacher one of these days.
- " " 5.—Poor order; no energy; helpless as a babe.
- " " 6.—Smart, but very timid; can't use her energy.
- " " 7.—Cannot maintain order and yet the school is a very easy one to manage. No snap.
- " " 8.—What bad grammar she uses! Some good things here.
- " " 9.—Repeats the pupils' answers. No energy; doesn't seem to know what to do.
- " " 10.—Too low a voice for a teacher. Simply hears lessons.
- " " 11.—Pupils neglected here; time wasted; a mere grind.
- " " 12.—No thoroughness, no method.
- " " 13.—Some good points; considerable vivacity.

I could go on in this way over the entire field. There was such a lack of knowledge and power, that I felt sorry for the pupils. All of these teachers had attended the institute, but they need training; teaching is an art.

G. S. M.

To the Editors of THE SCHOOL JOURNAL:

The JOURNAL of the 17th inst. has many articles that please me:

- "Future Lines of Progress."  
 "Suggestions as to Management."  
 "Arithmetic made Practical."  
 "Geography by Objective Methods."  
 "Sources of Knowledge."

This last suggests the question, "When shall the knowledge acquired through the senses be complemented by that obtained from books?" I would say, "When his hunger for information becomes such that in and of himself he is unable to satisfy it?" or, "When what he *knows* is sufficient to enable him to pass judgment upon the truth or falsity of what he is told?"

It seems to me that much of what is written upon psychology quite fails to reach the average teacher. For the most part it looks to me like "a putting of the cart before the horse." Let us have deduction rather than induction. So few of us have the needful facts upon which to base our judgments! We need to be more extensive readers of children's minds. Then we should be students of real children's literature. Such reading would not take the place of the study of the children themselves, but serve, rather as an aid to careful and extended investigation. Some of the most helpful articles that I have read in the JOURNAL and other educational periodicals, have been of this nature.

I have occasionally seen recommended the memorizing and reciting of literary gems as a valuable feature in school work. Why might not puns, jokes, riddles, and short humorous stories be admitted? The most nourishing food is flat and insipid if it lacks seasoning.

I have just finished my first reading of "The Man Wonderful." Isn't it charmingly written! Couldn't you spare space for the first four paragraphs of "The Burglar Alarm?" One year from now the teaching of physiology and hygiene will be obligatory in this state. I hope that this, or something like it, will be recommended for a textbook.

I wish you would tell such of your readers as are not living in the state where the meeting is held, how to get some good out of the published reports of the associations. To me they are very dry reading. I suppose these "reports" may be gratifying to the "performers" and their particular friends, like marriage and death (?) notices, or for advertising purposes, but we who are absent don't enjoy them greatly.

A. E. JONES.

To the Editors of THE SCHOOL JOURNAL:

You will allow me to state my convictions in regard to the public school question; because I can do so fairly, being a public school teacher, and also a Catholic. I greatly admire the public school system, and taking all things together, do not see how a better could be devised, supposing that there is to be no teaching of religion whatever. But is this the only plan by which education could be secured to the children?

I would propose that the state give a certain sum to each teacher for every pupil taught—a bounty if you please.

That teacher could then charge the pupils or not as he pleased. Some would, and some would not. Suppose the state should give to every teacher, (duly licensed of course) \$10 for every pupil that attends six months or more, and let the teacher hire his own building and assistants. (the former subject to inspection as to its suitability, its healthfulness, &c.) and pursue the course of study selected by the school board. This would reach the ends now reached by the public school system, I think, and some others.

It would give men and women who have fitness as teachers an opportunity to work; such could open a school wherever they felt assured they would be supported, just as a physician or lawyer begins practice now. The best men would be the most successful. There would be no getting of places by "political influence."

Again there would be an opportunity for Catholic parents to have Catholic teachers, Protestant parents could have Protestant teachers, &c. I do not mean by this that religion should be taught in the school. I would remit that to a period after school for those who should choose to attend and no others.

This plan is not given with the expectation that it will be adopted, but as a solution of a problem that seems to be a trying one.

New York.

J. McC.

To the Editors of THE SCHOOL JOURNAL:

The meeting at Nashville hardly seemed to me to represent the best feeling of the country towards educational advancement. There certainly is a very strong and growing party that wish to place teaching on a professional basis; but there was no appearance of this at Nashville. Papers have been read on this theme, but it needs something more than papers.

The solution that will be made will come through the summer schools like those at Martha's Vineyard, Round Lake, Glen's Falls, Asbury Park, and those in a hundred other places. These are very significant. They show the teacher is going on from one degree of excellence, to another, of his own accord; he is not obliged to do this. There is certainly something in the air; and it is this that, I think, the National Association fails to see.

There was no notice taken of the pedagogical school of the New York University, which has attracted very much attention among progressive educators in all parts of the country. This movement for a better preparation than the law requires, is a deep one, and it will leave permanent marks on the rising generation of teachers. It was once said the teacher was satisfied if he got his little salary; that he did not care to know more than his oldest pupils, &c., but that generation is passing away. The leaven of the new education is leavening the whole lump. As the typical schoolmaster retires, there comes on the stage a new class, evidently; alert men, men acquainted with humanity, men who, if not deep scholars, are broad men, generous minded men.

The typical superintendent, too, is disappearing; such men as Harris, Newell, Rickoff, Dutton, Balliet, and especially MacAlister and others, are the forerunners of the new men who are to supervise our schools; these are not the product of political power. I congratulate the JOURNAL on its labors to bring about this new state of things; it has labored when there was not the least appearance of success.

Philadelphia.

G. L. MARTIN.

To the Editors of THE SCHOOL JOURNAL:

I heartily agree with you on the grammar question, if I understand you. More than 30 years ago I held these same views. I never looked into a grammar, nor indeed into any other book except a spelling book and a reader, until I entered my 19th year. At that time *Kirkham's Grammar* was put into my hands, and I read it with an interest proportioned to the benefit I expected to receive. After studying it eight months, my teacher pronounced me "a good grammarian," for I had indeed memorized the whole book; but I was greatly disappointed, not having found what I so earnestly sought, viz.: How to use the English language with propriety. If you wish to see the whole "theory" refuted I would refer you to "AN APPEAL from the OLD THEORY of ENGLISH GRAMMAR to the NEW SYSTEM," by James Brown, Philadelphia. Grubb & Reesor, 1845.

C. A. C. L.

Lest we may be misunderstood we say that a firm foundation should be laid in the advanced schools (often mis-called grammar schools) concerning the forms and classes of words, structure of sentences (this of course elementary), use of capitals, etc. Above all, the pupils should learn to use the English language; this is more important, yes, a thousand times more important, than "parsing."

E. L. COWDRICK, of Kansas, says: "What Will Insure a Teacher's Success," in the JOURNAL of June 29, was of the utmost practical value. Every teacher in the land ought to read it. Like Oliver Twist, I want 'more.'"

SUPT. C. A. HITCHCOCK, of Ohio, says: "Allow me to express my appreciation of the work the JOURNAL and its editors are doing. You have the co-operation of the teachers who are to-day doing the best work. Every number is full of enthusiasm and practical help."

## A MORNING IN A GERMAN VILLAGE SCHOOL.

By LEVI SEELEY, Ph.D.

Having in my study of German schools, three years ago, devoted most attention to the various kinds of schools that are to be found in the city, and having plenty of time at command, it has been a great pleasure and not a little profit to go frequently to the village school. It must be mentioned for the benefit of Americans unacquainted with German life, that the Germans live only in cities and villages. Farmers do not live on their farms as in America, but in villages, going out to their land, wherever it may lie, cultivating their crops, and carrying the harvest to their barns in the village where they live. Hence the remote "district school," situated by the country roadside, often far away from the other "haunts of civilization," is unknown. This fact makes possible many of the practices of the German school which would be impracticable in our American country school. For example, in summer, school begins at seven o'clock in the morning. Children in our farming districts would find it difficult to be punctual at school at that hour, especially if they have a mile or two to go. Again, the children are expected to be in the school when their lessons come, and are excused when they are over, to return at a later period, when they have work again. This could not be where any live at a very great distance.

But let us go to the school. We approach a two-story building, which does not appear from the outside much different from the other houses of the village. It stands on the street, like all other houses, having no playground or yard for the children. We enter the private yard of the teacher, who occupies the ground floor of the school-house. Village schools always provide a house for the teacher without cost, sometimes on the ground floor, with the school above, and sometimes on the upper floor, with the school below. We go up to the school-room, and are met by a kind-faced gentleman of a little under sixty years. All the children, about sixty in number, arise and greet us with, "*Guten Morgen!*" Visitors are very infrequent in German schools, especially in *Dorfschulen*, therefore the children are somewhat excited. We find ourselves in a room about 36x24, with long benches reaching the entire length of the room. In front is the teacher's desk, and back of him are two blackboards, 3 1-2 by 2 1-2 feet, the only blackboards in the room. German schools are never so well fitted out in blackboard space as the American schools, the above being a fair average for schools of all kinds. A tall stove, a cupboard for copy-books and materials, a case for blocks and letters for the little folks, and we have the complete list of articles belonging to the school-room. The walls are white and perfectly bare. All the windows are to the left of the children. Two small ventilation holes near the ceiling give little evidence of use, being covered with cobwebs and dust. The air in the room is bad, though several windows are open. Indeed, visits to at least one hundred rooms in schools of all kinds and in various parts of Germany have revealed about the same condition of ventilation as above. Germans have a mortal fear of a draught, but to foul air they are indifferent.

With a word in regard to the teacher, we will close this letter, giving in the next a description of the work we saw. Aside from his school duties, he is by virtue of his office as teacher the church organist; therefore his title, "*Herr Kantor*," by which he is always addressed. A reference to his school program showed me that he has thirty hours of teaching each week, embracing every day except Sunday, when he has his church duties to perform. For this he gets \$325 a year, that being the uniform rate for all teachers of village schools in this province, who by length of service are entitled to full pay. He began teaching thirty-five years ago at a salary of \$67 a year. After five years' service more, making forty in all, he may retire on a pension of four-fifths his salary. Although an old man, I found him quite up with the times in method: of instruction and knowledge of pedagogical literature. It is urged in America against permanency in appointments of teachers, that they will become indifferent to progress, and careless as to personal improvement. Such has not been the case in Germany, and American teachers are not less honest and industrious than German teachers. On the contrary, permanency in position offers the greatest possible inducement to industry, and to more careful preparation for a work which is for life.

Apolda, Germany, July 12, 1889.

MISS ETTA MARR, of Ohio, writes: "I await the coming of the JOURNAL as for a very dear friend who I expect will bring me words of instruction and encouragement."



## EDUCATIONAL NOTES.

THE recent death of Maria Mitchell takes away from us one of the most notable teachers and scientists of the present century. She was the first woman to be elected to the American Academy of Arts and Sciences, and was also prominent in movements to elevate woman's work, and in 1875 and 1876 she held the presidency of the American Association for the Advancement of Woman. She was a member of various scientific societies. The American Association for the Advancement of Science elected her a member in 1850, and a Fellow in 1874. The degree of LL. D. was conferred upon her by Hanover College in 1852, and by Columbia in 1887. Miss Mitchell's work at Vassar was thoroughly congenial to her tastes. Her pupils regarded her with great veneration and affection, and many were led by her example to continue their astronomical studies after leaving college. She was untiring in her work, and she discovered seven comets besides the one first seen in 1847. In recent years she gave special study to sun-spots and the satellites of Jupiter. Her published writings were restricted to scientific papers, with the exception of some poems contributed to a volume called "Seaweeds from the Shores of Nantucket" (1853). Until about ten years ago Miss Mitchell had never been sick a day.

Wishing to make the astronomical department at Vassar College independent and self-supporting, she raised \$5,000 by personal application, when her health failed, and prevented further effort. As it is necessary to have \$40,000 for the purpose, it is proposed to take the \$5,000 as a nucleus, and complete the sum needed, calling it the Maria Mitchell endowment fund. Subscriptions for this purpose may be sent to President J. M. Taylor, Poughkeepsie, N. Y.

MR. W. D. PARKER, for many years president of the River Falls state normal school, Wisconsin, has been appointed inspector of high schools in his state. Mr. Parker has for a long time occupied a prominent place among the educational workers of the central states. His labors in connection with the great Madison national meeting contributed much in making it a success. In many ways he has shown eminent executive and scholastic ability. There can be no doubt as to the wisdom and appropriateness of his appointment. We understand that the high school principals are unanimously in favor of him.

RECENTLY we received a very pleasant call from Mr. H. Lee Sellers, principal of the Galveston, Texas, high school. He is an active promoter of educational matters in the "Lone Star" state and especially the moving spirit in the Texas Summer Normal, at Galveston. Mr. Sellers is about to establish a new educational paper to be called the *Texas Journal of Education*. He is an active, earnest man, full of the grit and vim of progressive young educated America. We wish him all manner of success.

CIGARETTES, despite the denunciations of physicians and teachers, are more popular than ever. "Tobacco" states that there were manufactured in the year ended June 30, 1889, the enormous number of 2,151,515,360 cigarettes, an increase over the previous year of 288,789,160. When the small boy buys anything, he does it with a will, from firecrackers to cigarettes, but how about the will of parents and teachers. If old men set the example, what is the use of preaching to young boys. An example occurred in Bay View—a miniature Chautauqua. Rev. Dr. Gunsaulus was detected in the grounds with a lighted cigar in his mouth. The place is under the special guardianship of the Woman's Christian Temperance Union, and it is said that you could have heard a pin drop when one of the members arose and made this shocking disclosure, after which she read the following:

"Is it a good example for a minister to walk these grounds with a cigar in his mouth? I move you that it be the spirit of this large audience that no person be allowed to smoke on these premises."

This was altered to read: "That no person be allowed to smoke, and that no woman be allowed to use snuff on these grounds." Strangely enough, there was no reference to the habit of chewing.

"THE Blair bill" is a Republican scheme, as the best means of educating the negro, and establishing negro republics in the South. Let us give it death."

These were the closing words recently used by Senator Gibbs in the debate in the state senate of

Georgia, on the proposition to urge upon Congress the passage of the Blair educational bill. This was followed by a motion to indefinitely postpone, which prevailed by a vote of 19 to 10. Notwithstanding all this the American Institute of Instruction, at its recent meeting at Bethlehem, dared to pass a resolution, requesting Congress at once to pass the Blair bill, or some similar measure. Only two votes were cast against the proposition. Were those two opponents Democrats? They must have been if the Blair bill is a Republican measure, as the member from Georgia declares.

THE manufacturers and workingmen of Grand Rapids, Mich., recently held a meeting to consider the introduction of manual training into the city schools. The following petition was read, and is to be presented to the board of education when the necessary signatures are procured:

"We, the undersigned citizens and taxpayers, respectfully represent that manual training in connection with the grammar and high school course, has been found to be of great value in other cities where it has been tried, and we respectfully request that you add a fully-equipped manual training department to the course of instruction, in our public schools."

AN exciting school election recently took place at Cornwall, N. Y., where fifty women voted. Some of the men claimed that women had no right to vote. An inquiry was made of State Superintendent Draper by telegraph. He replied that each husband and wife having children of school age was entitled to vote. Many of the ladies were challenged, but they promptly swore their votes in. The leading society ladies brought out their carriages and carried their friends to the polls, while others worked about the polling places in the most approved fashion. Free text-books and two new trustees were the results of the vote.

News comes from the state of Virginia that a "young and handsome school teacher named Winder, who came from Philadelphia," was forced to leave his place on account of his fondness for kissing his girl pupils. This is not creditable to the profession, and the parents did well to wind up his engagement; he wound himself up—a Winder indeed. Pugh!

An interesting teachers' institute was held at Grand Rapids, Mich., August 26-30, under the following instructors: Dr. E. E. White, superintendent schools (1887-89), Cincinnati, O.; Prof. Alex. E. Frye, formerly of Cook county (Ill.) normal school; Miss M. E. Cooper, formerly of Oswego (N. Y.) normal school. This shows that the teachers are demanding the best talent. It is a good sign!

As there is a demand for copies of papers read at the Nashville meeting, President Canfield (Lawrence, Kansas) wishes us to say that all authors of papers can have copies printed as follows:

500 copies, 8 pages or less \$5.00

1,000 " " " " 8.00

Authors should address him as above.

We knew that Mr. Jared Barthe, of Irvington, excelled as a teacher, but did not know that he could write poetry. We have just read his poem, entitled "Lake George," and only wish we had room for it. We quote from it as follows:

"Beautiful, beautiful Horizon!  
Over thy waters so blue,  
Sunshine and shadow in silence flit on,  
Painting fresh scenes on the ecstatic view."

## THE PAROCHIAL SCHOOL QUESTION.

About one hundred persons, mostly clergymen from various parts of the country, met at Saratoga to consider the general establishment of parochial schools throughout the United States by the Catholic Church. The meeting was private. The Hon. John Jay, of New York, was chosen president of the meeting, and the Rev. J. D. Dunn, of Boston, secretary. Among those present were the Hon. William Allen Butler, of New York, the Rev. Joseph Cook, of Boston, Herrick Johnson, D. D., of Chicago, the Rev. Dr. Corey and the Rev. Dr. Plumb, of Washington, the Rev. Dr. Miner, of Boston, the Rev. Dr. Hamlin, president of Robert College, Constantinople, the Rev. Dr. J. W. Olmstead, and other distinguished men.

The name adopted for the organization was "The National League for the Protection of American Institutions." Auxiliary societies are to be encouraged, and circulars are to be prepared and circulated to arouse public sentiment against legislation sustaining denominational schools. An amendment to the Constitution prohibiting legislative appropriations for sectarian or denominational purposes is to be obtained.

In the evening a large public meeting was held. Rev. Dr. Miner, of Boston, was president. An address was made

by the Rev. Joseph Cook. Letters of hearty co-operation were read from many persons. Here are some of the points made:

1. It is not the business of the church to rule or interfere with the public schools.
2. We need and must have a provision in the Constitution which shall say, "No state church; no appropriation of public moneys for sectarian or denominational purposes; nothing to compel or nothing to prevent the use of the Bible in the public schools."
3. There is no safety to our institutions so long as any man with a ballot in his hand is dictated to by any other man.
4. We shall make war upon no man's religion, but upon the political dangers which threaten us.
5. Our movement is and will be defensive, and not aggressive.

## PEDAGOGICAL COLLEGE, UNIVERSITY OF THE CITY OF NEW YORK.

This subject is studied in two classes: 1. Those who are graduates of colleges and expect the degree of Ph.D. 2. Those holding permanent certificates not graduates, but expecting the degrees, B.Ped., or Dr. Ped. Both classes pursue the following courses: The History of Educational Thought; The Science of Education; Methodology. The plan of work is by lectures, conferences, and the study of authors. The object in the study of the history of education is to find how the best thought of each of the centuries has been affected by what has gone before, and, in turn, has been influenced by what has come after. The study of the science of education considers psychology and its applications to teaching. The study of methodology aims to settle the fundamental principles underlying the teaching of each one of the branches taught in our schools. Full information as to special work required will be sent on application to Vice-Chancellor MacCracken, University of the City of New York, Washington Square, N. Y. City, or Prof. Jerome Allen, same address. A circular giving full particulars will also be sent.

Instruction will be given by correspondence to those not living in this vicinity. Teachers in and near New York City can attend these lectures without passing an examination, if they so desire. More than two hundred teachers have been members of the classes during the past two years, forty-two of whom hold academic degrees. Work will commence the first week in October.

THE NEW YORK EDUCATIONAL BUREAU finds skilful teachers are more in demand this year than ever before. This bureau makes a specialty of supplying teachers of high grade. Those who are seeking first-class situations, and those who are seeking first-class teachers, should address at once with stamp, HERBERT S. KELLOGG, 25 Clinton Place, New York City. It may lead to something very promising.

THE JOURNAL set itself squarely at the outset to the work of reforming the practice of education. This did not please the routinists then, and does not now. There are a few who do the JOURNAL justice, like Dr. Rickoff, who says, "The JOURNAL is a fountain of new ideas; it surprises me to find outlined in it all the improved methods of teaching; I wonder where you get them." But many grind their teeth with real rage, we are sorry to say. At the outset it did not pay, for nearly all were pursuing methods we could not approve of; they did not want the JOURNAL, of course. But the younger men saw there was sound philosophy in what we recommended; they have grown up, and the country is revolutionizing. The dead past has gone, never to return.

## TREASURE-TROVE FOR SEPTEMBER

Opens with a stirring account of "Perry's Victory" on Lake Erie finely illustrated by a scene from the great painting in the Capitol at Washington. The "Red Letter Days" for this month touch such interesting historical figures as Lafayette, Wellington, Robert Emmet, Zachary Taylor, John Howard, and Michael Faraday. "Among the Jersey Crabbers," gives an illustrated account of a curious "home industry." "The Angelus" and its painter is interestingly described; and the second paper on "American Work at Paris," has five fine illustrations of the great Tiffany jewelry exhibit. This article is aptly supplemented by a paper on "Queer Things in Paris." Our Portrait Gallery shows Horace Greeley with a biography. The way some "Common Things" such as chocolate and coffee, are produced is explained by Anna Johnson; and a good historical reading, "Red Jacket," is furnished by Alice A. Barber. The departments of Stories by Young Authors and the Letter-Box are particularly suggestive and valuable both to teachers and pupils.

The distinctively literary features of the number are a lively short story of "An Old Newspaper," by Howard M. Hoke; Talbot's "Worth Saving"; a number of bright, short, original poems; a full-page illustration of Austin Dobson's exquisite "Ballad of the Thrush"; a page of "Glimpses of Life"; and a suggestion of more "Fun With Fruit."

You will never realize the great benefit Hood's Sarsaparilla will do you till you give it a fair trial.



## LIBRARIES AS RELATED TO THE EDUCATIONAL WORK OF THE STATE.

By MELVIL DEWEY, Secretary of the University of the State of New York.

We all recognize that without libraries our schools can do but a fraction of their work. We are spending our time and money with a freedom of which all the world is proud, to give our youth in our public schools not much information or culture, but only those simple tools which, if rightly used, will enable them to educate themselves by reading.

Of old it was only the learned few who could read; most of the world were limited to conversation. Now, we are told this is an art more rare than music, and only the educated few are able to converse; but, except illiterates, everybody reads. Less and less from living voice, from pulpit or rostrum, and more and more from printed page, are people getting their ideas and ideals, their motives and inspiration. The mass of knowledge credited to nature and observation comes, most of it, not directly, but through print. The eye, not the ear, is the great gate to the soul. The town-crier no longer rings his bell and shouts his message through the streets. Even if told orally, most readers wish to see "how it looks in print," as an average reader of French wishes to see rather than hear the words. All that is worth knowing soon gets into type.

As we study the question, it becomes clear that the difficulty and expense of reaching the people by the voice, and the cheapness and permanence of print make it necessary, if we are to educate and elevate the masses and make their lives better worth living, that we should, in some way, put in their hands the best reading. I say best, for reading is not necessarily good or elevating, though it certainly averages much higher than conversation because much greater care is taken in its preparation. Labor and cost bring into activity the law of survival of the fittest. But if good books average higher than good conversation, bad books are more powerful for evil; for when ideas good or bad get into book form, they are apt to become vastly more potent. We have thus a double reason for our missionary work: to give good reading for its own sake, and also as the best means to drive out and keep out bad. To teach the masses to read and then turn them out in early youth with this power, and no guiding influence, is only to invite the catastrophe. Human fashion, they are quite as likely to get bad as good. The down hill road is ever easiest to travel. The world agrees that it is unwise to give sharp tools or powerful weapons to the masses without some assurance of how they are to be used. Even George Washington got into mischief with his first hatchet.

The school starts the education in childhood; the question is how to carry it on.

Education is a matter of a lifetime. We provide in the schools for the first ten or fifteen years and begin to see that the utmost that we can hope for the masses is schooling till they can take the author's meaning from the printed page. Then they become breadwinners; and if we carry on their education we must do it by providing free libraries which shall serve as high schools and colleges for the people. Our schools, at best, will only furnish the tools; but in the ideal libraries, towards which we are looking to-day, will be found the materials which, with these tools, may be worked up into good citizenship and higher living. The schools give the chisel; the libraries the marble; there can be no statues without both.

MIND STUDIES.—I've meant again and again to take up your "Mind Studies," but sent for them, or it, last week, and to-day they came. I sat down to look the book over a few minutes, and I sat, motionless and fascinated, till I finished it, just as we used to pore over Arabian Nights.

I can't be true to myself, if I don't thank you for putting that book together. The "boiling-down" of it—the directness, the choice discrimination of what the average teacher is suffering for, and don't know it, commends itself to my judgment and gratitude, for I have been working all summer to know what to give my training class next year. Be sure, "Mind Studies" will be a close reference book, if not in the hands of every teacher. I wish men would stop writing psychologies, and give some common sense application of what has been written.

Teachers' Training School, Sioux City.

EVA D. KELLOGG.

MISS MATTIE COOK, of New York, says: "Your paper is always read with interest. I find it very helpful and encouraging. It has become a necessity to me."

THOS. J. PAINE, of Texas, says: "THE JOURNAL has been the source of more inspiration and information than any other educational journal I have ever seen. Continue your search for the truth, and future generations will rise up and call you blessed."

W. D. POWELL, of Tennessee, says: "I cannot itemize all the good things I find in the JOURNAL, for it is always full of the best."

## BOOK DEPARTMENT.

## NEW BOOKS.

A GUIDE TO THE STUDY OF THE NINETEENTH CENTURY AUTHORS. By Louise Manning Hodgkins. Published by D. C. Heath & Co., Boston, New York, and Chicago. \$1.50.

Books in these days, which are to be used as text-books in schools, must be practical as well as good; and with this in view, Miss Hodgkins, a practical teacher, has prepared this volume. It is the outgrowth of class-work experience, and appears as bound leaflets, which were used by the author to accompany a course of lectures on "Authors of the Nineteenth Century," given by her before the students of Wellesley College. The book will be found especially suggestive to the teacher of literature, rhetoric, or essay, who finds himself too hard pressed for time to make a careful selection from the author he is presenting. The papers have been arranged in an order to remind the thoughtful student of the great contemporaneous, political, and social interests which speak in the revolutionary energy of the Georgian and the scientific earnestness of the Victorian era. The English authors represented are Scott, Lamb, Wordsworth, Macaulay, Coleridge, Shelley, Keats, Byron, Thackeray, Dickens, Elizabeth Barrett Browning, Robert Browning, Tennyson, Rossetti, George Eliot, Carlyle, Ruskin, and Arnold. The American authors comprise Irving, Bryant, Hawthorne, Emerson, Longfellow, Whittier, Holmes, and Lowell. The order of study of each of these authors is most excellent and thorough, including biographical writings, significant facts in the life of the author, group of contemporary authors, selections from his works delineative and descriptive pictures, group of friends, and selected books of reference on the author. Following each are found blank pages for "Notes." The books of reference have been carefully selected from many times their number, and always because the writer offers fresh thought in the criticism or analysis of the author. The volume will be of great practical value to all teachers of literature.

THE FIRST THREE BOOKS OF HOMER'S ILIAD, with Introduction, Commentary, and Vocabulary. For the Use of Schools. By Thomas D. Seymour. Boston: Published by Ginn & Company. 105 pp. \$1.35.

The "Introduction" found in this volume, covering forty-six pages, has been simplified and enlarged, to meet the present needs of the book, and taken from the Editor's *Introduction to the Language and Verse of Homer*, one of the series to which this volume belongs. It presents in systematic form the most important facts regarding Homeric life, the Homeric poems, Homeric style, syntax, dialect, and verse. The Commentary, which comprises about one-third of the book, is found to be adapted to the wants of beginners in Homer; the notes are copious, and the Vocabulary is illustrated with more than twenty wood-cuts, most of which are new in this country. The binding of the book is good and the type and paper excellent.

A TREATISE ON ORDINARY AND PARTIAL DIFFERENTIAL EQUATIONS. By William Woolsey Johnson. New York: John Wiley & Sons, 15 Astor Place. 368 pp. \$3.50.

The treatment of the subject of Differential Equations, as presented by Professor Johnson, will be found complete in all those portions which bear upon their practical applications, and in the discussion of their theory as far as it can be adequately treated without the use of the complex variable. In arrangement of matter there are twelve chapters, which treat of the "Nature and Meaning of a Differential Equation Between Two Variables," "Equations of the First Order and Degree," "Equations of the First Order, but not of the First Degree," "Equations of the Second Degree," "Linear Equations with Constant Co-efficients," "Linear Equations with Variable Co-efficients," "Solutions in Series," "The Hypergeometric Series," "Special Forms of Differential Equations," "Partial Differential Equations of the First Order," and "Partial Differential Equations of Higher Order." An amount of space greater than usual has been given to geometrical illustrations, which arise when the variables are regarded as the rectangular co-ordinates of a point. Particular attention has also been paid to the development of symbolic methods, especially in connection with the operator  $\frac{d}{dx}$ . Some new applications of this symbol have been made. Chapter VII. is devoted to the general solution of the binomial equation in the notation of the hypergeometric series, and chapter IX. to Riccati's, Bessel's, and Legendre's equations. The examples have been derived from various sources, while many of them have been prepared expressly for this work. They are arranged in order of difficulty, and solutions of them are given.

ELSMERE ELSEWHERE; or Shifts and Make-shifts, Logical and Theological. By a disciple of James Freeman Clark, D.D. Boston: Wm. Macdonald & Co. 183 pp. 50 cents.

The author of this little volume has shown a great deal of common sense in its preparation, proving the fact, that to make a book *sure* of a reading, it should be of a convenient form and size. This pocket edition of "Elsmere Elsewhere" can be carried easily, and thus be more sure of a reader. It may not meet the approval of all, but the title is attractive, and the book once bought will be apt to be read. It consists of twenty-seven short chapters, logical and theological. It is the author's design, to give in a clear and concise manner, to readers not having time to investigate long discussions, "the pith of the palaver" concerning retention and rejection of Scripture. There is also a long Appendix, followed by "The Prayer of the President being Washington's 'New Year Aspiration' with additions by Lincoln and Others."

THE STRUCTURE OF ENGLISH PROSE. A Manual of Composition and Rhetoric. By John G. R. McElroy, A.M. Third Edition, with Complete Analysis. New York: A. C. Armstrong & Son, 714 Broadway. 339 pp. \$1.20.

The teacher of rhetoric has a double office: first, he must make writers; secondly, he must so exhibit the laws of his art as to promote mental discipline. He must also be practical and rational. With all these views in mind, the author has tried to fill a place among books on rhetoric, which to his mind seemed empty. Upon examination, it will be seen that, in the arrangement of the book, the analysis is not only by paragraphs, but also by the larger sections. The main divisions are set forth; then under

each of these come chapters, then subdivisions of chapters which are again divided into sections. Finally, the subject of each paragraph is given, and thus the last analysis is reached. The author has also exhibited the laws of rhetoric in their entirety, not only those of style but those of invention, under which the questions are largely theoretical. The limitation to prose has been adopted, as the author believes that every one can attain to proficiency in that department, while poetry and romance are products of special endowments. As this volume is the outgrowth of experience in teaching, it will be found to be both practical and useful.

A PRIMER. By Anna B. Badlam. Boston: D. C. Heath & Co., Publishers. 123 pp.

This prettily bound and attractive little book, is intended by Miss Badlam, to furnish children with reading from the start. First, is picture reading; then sentence reading, followed by conversation lessons. Thirty pages of these exercises, which serve as models for teachers, are followed by a series of reading lessons carefully prepared and graded, to meet the wants of children of average ability. The short and simple stories given are pleasing and of variety sufficient to chain the attention, and interest the pupil from first to last. As a teacher of experience, Miss Badlam feels assured that pupils who use the materials which compose this little volume, will make rapid and satisfactory progress in reading. The make-up of the book is all that can be desired for the purpose. The illustrations are original and attractive, the paper and type excellent, the leaves red-edged, and the covers illustrated.

## REPORTS.

HISTORY OF HIGHER EDUCATION IN SOUTH CAROLINA. With a Sketch of the Free School System. By Colver Meriwether, A.B., Johns Hopkins University. Washington: Government printing office.

The author describes the earliest efforts in the state for intellectual improvement. The colony was very early alive to the necessity of schools. Not only were schools founded and maintained in the province by the government, but many youths went to England for their education. The colleges came late, and slow. The College of Charleston, though founded by the legislative act of 1785, has given collegiate instruction only since the first quarter of the present century. Every denomination of any strength in the state has founded a college. The first attempt to furnish a general system of free schools was in 1811. It proposed free instruction to all children, but gave preference to poor children. There was no provision for a supervising officer. The system was a failure. The present system, which was adopted in 1868, has made a beginning—and only a beginning. It has some but not all the elements which are needed to make it a success; the great thing is a firm, solid, popular faith in the necessity of free education.

## ANNOUNCEMENTS.

D. LOTHROP & Co. are the publishers of a story of a real colonial boy in the days of hardship and daring.

GINN & Co. have just issued "Myers' General History," by P. V. N. Myers, president of Belmont College.

D. APPLETON & Co. have ready Vol. XII. International Education Series. The titles "European Schools; or What I saw in the Schools of Germany, France, Austria, and Switzerland," by L. R. Klemm, Ph.D.

MACMILLAN & Co. have published "A Longon Life," a story by Henry James.

HOUGHTON, MIFFLIN & Co. include only first-class works in their Riverside Paper Series. A late number is "Mosses from an Old Manse," by Nathaniel Hawthorne.

A. S. BARNES & Co. have recently published "Songs of Praise," by Rev. Dr. Lewis W. Mudge. It is a hymn and tune book for social worship and prayer meetings.

GEORGE H. ELLIS, Boston, issues a very useful volume, "The Scientific Spirit of the Age, and other Pleas and Discussions," by Frances Power Cobbe.

A. C. ARMSTRONG & Co. have among their latest works "Systematic Theology," by Augustus Hopkins Strong, D.D.

MR. BANCROFT's life of President Polk will be published this fall.

THOMAS WHITTAKER, of New York, has issued the second edition of "King's Classical and Foreign Annotations."

D. C. HEATH & Co. have among their latest books "A Guide to the Study of Nineteenth Century Authors," by Louise Manning Hodgkins.

LONGMANS, GREEN & Co. will publish Max Muller's Gifford lectures, which were delivered last year at Glasgow.

## MAGAZINES.

Harper's Magazine for September is a bright number. One of the most instructive articles is that on the "Religious Movement in France," in which is described the present status of Catholicism and Protestantism in that country. The subject is also treated from a social and political standpoint. As an aid in getting a true conception of the France of to-day, the article is invaluable. All lovers of our country, and that should include all teachers, will be interested in what George William Curtis has to say about "Americanism."—In "The Place of the Fitting-School in American Education," in the September Scribner's, George Trumbull Ladd, professor in Yale College, treats of a very important link in the chain of education. He has some sharp, though friendly, criticisms to make. The "railroad series" is very interesting; during the past four decades, the railroad has played a very important part in our country's history. The article in the current number is on "Safety in Railroad Travel," by H. G. Prout.

## He Wants Results.

"I will not accept your bodiless theories," exclaims the materialist. "I require something tangible; if you make an assertion then support it with acceptable evidence." Very well, then; how is this for evidence:

Here are names you may find in the back of our notes of Compound Oxygen at any time.

Hon. Wm. D. Kelly, member of Congress, Philadelphia.

Rev. Victor L. Conrad, Editor Lutheran Observer, Philadelphia.

Rev. Charles W. Cushing, D.D., Rochester, N. Y.

Hon. Wm. Penn Nixon, Editor Inter-Ocean, Chicago, Ill.

W. H. Worthington, Editor New South, Birmingham, Ala.

Judge H. P. rooman, Quenemo, Kan.

Mrs. Mary A. Livermore, Melrose, Mass.

Judge R. S. Voorhees, New York City.

Mr. E. C. Knight, Philadelphia.

Hon. W. W. Schuyler, Easton, Pa.

Mr. Frank Siddle, Merchant, Philadelphia.

Edward L. Wilson, 833 Broadway, N. Y., Ed. Phila. Photographer.

Fidelia M. Lyon, Waimea, Hawaii, Sandwich Islands.

Alexander Ritchie, Inverness, Scotland.

Mrs. Manuel V. Ortega, Fresnillo, Vacateras, Mexico.

Mrs. Emma Cooper, Utiia, Spanish Honduras, Central America.

J. Cobb, Casablanca, Morocco.

M. V. Ashbrook, Red Bluff, Cal.

Jacob Ward, Bowral, New South Wales.

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## NEW YORK STATE Normal and Training SCHOOLS.

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